DOCUMENT RESUME

ED 038 143 LI 001 851

AUTHOR	Barnett, Stanley A.; And Others
TITLE	Book Production, Importation and Distribution in Turkey; A Study of Needs with Recommendations within the Context of Social and Economic Development. Part II, Turkey.
INSTITUTION	State Univ. of New York, Stony Brook.
SPONS AGENCY	Agency for International Development, Washington, D.C.
PUB DATE	Dec 66
NOTE	82p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$4.20
DESCRIPTORS	*Books, *Developmental Programs, *Economic Development, Educational Resources, *Library Planning, Publishing Industry, *Social Development
IDENTIFIERS	*Turkey

ABSTRACT

The recent (1964) Wolf Management Engineering Company survey made another thorough study of developmental book activities in Turkey unnecessary. Therefore, less than one week was spent on this 1966 study to: (1) determine the extent to which the recommendations of the earlier study had been implemented, (2) collect data regarding libraries (an area not covered by the earlier study) and (3) update the needs and activities information. The general areas covered are: (1) highlights of needs and action, (2) book development activities and (3) book program recommendations. Due to the limited time allotted to gathering data and statistics, the statistics quoted represent honest approximations sufficiently accurate to indicate present and projected needs and to support reasonable judgements regarding performance and capability. (NH)

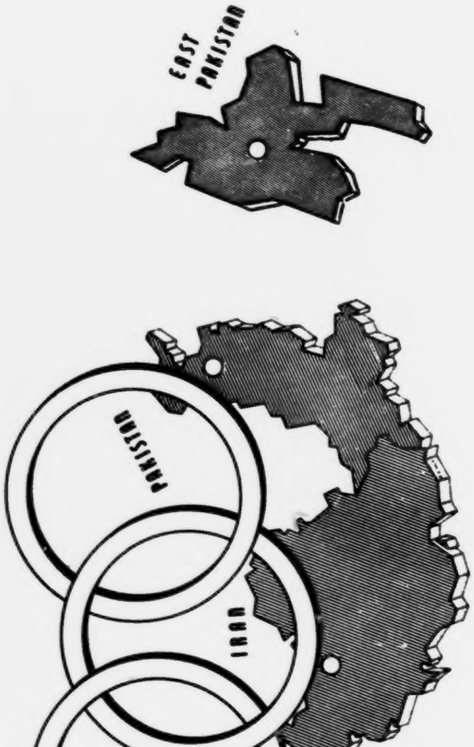
F-AID
LI

LI 001851

ED038143

CENTRAL TREATY ORGANIZATION
ECONOMIC PROGRAMME

BOOK PRODUCTION,
IMPORTATION
AND
DISTRIBUTION
IN TURKEY



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ERIC/CLIS
MAR 25 '70
ITY OF MINN

LI 001851

STATE UNIVERSITY OF NEW YORK
International Studies and World Affairs

ED038143

STATE UNIVERSITY OF NEW YORK
International Studies and World Affairs
Planting Fields
Oyster Bay, New York

Part II - TURKEY

BOOK PRODUCTION, IMPORTATION AND DISTRIBUTION IN TURKEY

A Study of Needs with Recommendations within the Context of Social and Economic Development

Stanley A. Barnett

Harold G. Emmerson

Nasser Sharify

AGENCY FOR INTERNATIONAL DEVELOPMENT
Contract No. AID/csd - 1199
December 1966

LI001851

PREFACE

This report is the product of a survey of developmental book activities in Turkey, conducted during the summer of 1966. Such a survey was authorized in March, 1965, by the Economic Committee of the Central Treaty Organization for the broad purpose of studying problems in the preparation, production, importation and distribution of books in the CENTO Region countries, with particular attention to needs and recommendations for improvement within the context of social and economic development. Similar surveys were conducted in Iran and Pakistan.

The role of the survey team was quite different in Turkey from its assignment in Iran and Pakistan. A similar survey in 1964, conducted by Wolf Management Engineering Company, was too recent to necessitate another thorough study of Turkey by the present team. The period of less than one week, allotted to the study of Turkey's book activities, therefore, was spent in (a) determining the extent to which the recommendations of the earlier survey had been implemented, (b) collecting data regarding libraries, (since the earlier team had not focused on this aspect), and (c) updating information regarding needs and activities. Portions of the Wolf Management team report have been summarized for inclusion in this report.

The United States, through the Agency for International Development, funded this survey. A team of specialists assembled by International Studies and World Affairs of The State University of New York was charged with the responsibility of visiting Turkey and conducting the survey.

The following team members participated in the Turkey survey:

Stanley A. Barnett: Director of International Operations, Wolf Management Services.

Harold G. Emmerson: Professor of Education, State University of New York College at Brockport, N.Y.

Nasser Sharify: Director of International Librarianship, Learning Resources and Information Services, State University of New York's program in International Studies and World Affairs, Oyster Bay, New York.

The brevity of the field mission to Turkey allowed little opportunity for the gathering of all the needed data and statistics. It must be understood, therefore that most statistics quoted represent honest approximations, sufficiently accurate to indicate present and projected needs and support reasonable judgements with regard to performance and capability.

It must also be understood that a measure of quality control over the editing and production of this report was necessarily sacrificed in an effort to present the results of the survey with the least possible delay. Such inconsistencies in organization and typing errors as may appear are results of these concessions.

The Preface to Part I of this report ("Book Production, Importation and Distribution in Iran, Pakistan and Turkey -- CENTO Region Countries"), contains more detailed information with regard to the scope and nature of the survey, qualifications of team members, methodology, etc.

A word of appreciation is due Rowan A. Wakefield, Assistant to the President, State University of New York for his continuing interest in the successful completion of this project. His counsel throughout the survey of the CENTO Region countries and his special collaboration on the Turkey portion of the report were indeed invaluable.

TABLE OF CONTENTS

PREFACE iii

INTRODUCTION 1

CHAPTER I HIGHLIGHTS OF NEEDS AND ACTION 3

Summary of Needs: General 3

Summary of Library Needs 10

Recapitulation of Wolf Management Survey Recommendations 11

Summary of Library Recommendations 13

Recent Book Development Activities 16

CHAPTER II BOOK DEVELOPMENT ACTIVITIES 18

Book Activities 18

Library Activities 33

CHAPTER III BOOK PROGRAM RECOMMENDATIONS 55

General Recommendations 55

Library Recommendations 71

INTRODUCTION

Book Production, Importation and Distribution in Turkey

During the summer of 1964 the Wolf Management Engineering Company of Chicago, Illinois, under contract with the Agency for International Development (AID) of the U. S. Department of State, conducted a comprehensive survey to determine how the book needs of the Turkish educational system could best be met through local production and imports.[1] Special focus was placed on the contribution of books and the book industry to Turkish national growth. (P.55,p.3)

The present study, covered in the following report, has been carried out under contract with AID on behalf of the Central Treaty Organization (CENTO). It was undertaken by the Center for International Studies and World Affairs of the State University of New York at Oyster Bay, Long Island, New York, during the summer of 1966. It was completed December 31, 1966 as part of a broader study of the economic and social development role of books and the book industry for the entire CENTO region--Turkey, Iran and Pakistan. This survey was approved by the CENTO economic coordinators at their London meeting early in 1966.

The particular focus of this latest Turkey study is to:

(1) Update the 1964 Wolf Report by determining which of the earlier recommendations were still valid or necessary;

(2) Add an important dimension only marginally touched in the Wolf Report, namely, the whole contributing role of libraries and of other book uses outside the formal education system;

(3) Help identify problems and needs common to the entire CENTO region and to recommend for these cooperative regional solutions.

The recommended actions in the following report reflect the appraisal and best judgment of professionals as to needs for strengthening the book industry and the distribution and use of books in Turkey so that they will contribute more effectively to the economic and social development and growth of the country. These recommendations are designed to be used as guides and for evaluation by the host country, by CENTO, by AID, and by other donor agencies concerned with the planning and support of technical assistance programs and projects in Turkey and the CENTO region.

---

[1] *Books as Tools for National Growth and Development*: Wolf Management Engineering Company; Agency for International Development, Washington, D.C., January 1965.

Most of the recommendations of the earlier Wolf Report were found still to be necessary. However, the greater part of the background information and supporting data in that report is not included in the present report. Although most of the supporting material listed in the bibliography of the Wolf Report was used in the preparation of the present study, the bibliography itself is not repeated. New source material used is covered in footnotes throughout the following report. For most purposes, therefore, the two reports will have to be used together.

CHAPTER I

HIGHLIGHTS OF NEEDS AND ACTION

**Summary of Needs: General*

THE EDUCATION SYSTEM

Changing Curricula:

Caution must be exercised in estimating future textbook markets. New curriculum changes are now underway and/or are contemplated with a view to reforming the entire educational program for the primary and secondary schools.

With the heavy emphasis on technical and vocational instruction at both the secondary and higher education levels, these branches will certainly be using books much more than they presently do, if the quality of instruction is to improve.

Teacher training experimentation begun in several normal schools, also may affect book usage. New trends in book utilization methods brought about by these changes could seriously distort any estimates.

A new program will begin in the 1966-67 school year for *orta* schools to combine courses in the social studies and general science fields. Until now, social studies have consisted of three separate courses (history, geography and civics) each with their own textbooks. In the same manner, biology, physics have all been taught separately, with individual books.

In the *lise* schools also, science courses are being combined into a unified whole; and the courses will use the same books as those developed for the Science Lise, which combine the three subjects.

The same unification is taking place in the second cycle courses of primary school: combined books for the two years will cover (a) history, geography and civics, and (b) mathematics and biology.

These changes in curriculum will decrease the number of books used thus reducing book need projections.

In addition to curriculum changes that will affect the textbook market, there are trends in evidence that will affect other phases of the book industry. These include: increased classroom use of supplementary books; the development of books for adult education, and: for neo-literates, and an increase in the professional and reference book markets and public libraries.

---

* Largely a summary from The Wolf Management Report

Finally, the adoption of book survey team recommendations in this report will affect the usage of school books and others as well. These recommendations include the supplying of supplementary books to primary schools for school libraries and eventually on a classroom set basis; development of teachers' manuals and student workbooks; drives to develop industrial education and home economic textbooks and to develop the editorial process itself, development of easy-to-read books for adults, and second-series supplementary books for the Armed Forces.

BOOK INDUSTRY HUMAN RESOURCES

This section investigates present book industry capabilities from the human resource point of view--discusses strength and weaknesses of the resource, provides a current review of industry status and evaluates its ability to meet the projected book need.

Human Resources: Publishing

Executives: Executives now direct the publishing operations in both the public and private sectors: the question thus is one of capability, rather than availability. Current *Turkish publishing is a fairly simple* process. As textbooks develop more complex aims the need will also become apparent for improvement in all the skills of managements.

Editors: Since the editorial process is virtually unknown throughout Turkish book publishing, it should come as no surprise that the country lacks editors. The roadblock in Turkey is not the lack of people with editorial competence, however, but rather (1) publisher lack of comprehension of the editorial process and what multi-dimensional textbooks can contribute to the improvement of education, and (2) the present system of textbook publishing and pricing, which provides little economic base for the costs involved in the editorial process.

The editorial process is also noticeably absent from the general trade book field. On one hand authors have no one to guide them in the preparation of their manuscripts, and on the other, after the books are published, authors have to depend for royalties on the sales efforts of printer/publishers, who are not really organized to market effectively the books they produce.

School Book Authors: Turkey's Ministry of Education and the faculties of the schools, colleges and universities contain people capable of writing simple textbooks based on the present curricula. Writing textbooks that cover the curriculum content is a relatively easy task in Turkey. Today's Turkish textbook author needs the ability to process materials of a predetermined content into a learning pattern for oral recitation and written examinations more than he needs scholarship or an understanding of learning theory. (P.57,p.7)

Authors of general trade books are available in quantity for non-specialized subjects. However, Turkish authors frequently must not only write the manuscript, but also make the business arrangements for printing and publishing the book. (P.59,p.4)

In Turkey, the local author of a literary work is still being penalized. He has to compete against what is best and/or most popular in world literature, with the added handicap of having to demand royalties for his work. The Turkish copyright law permits translation of foreign works more than ten years old without permission or payment to the foreign copyright holder. Its effect on the Turkish publishing industry is that publishers prefer to reprint well-known foreign literature, rather than pay royalties for the privilege of publishing Turkish talent. (P.69,p.4)

For scientific, technical and professional works, the ten-year clause does not serve the Turkish national interest; it encourages the translation of works that are already obsolete, or encourages irresponsible subrosa publishing.

Translators: For the translation of non-technical textbooks from English to Turkish there seems to be a reservoir of capable bi-lingual Turks. Good general trade book translators are available in quantity. Translators may be in short supply, however, for certain courses in prevocational, vocational and industrial education, where the need for translation and adaptations of U.S. textbooks appears urgent.

Production Technicians: Turkey possesses competent production specialists and copy-editors within the narrow range of skills needed to produce the uncomplicated books that constitute normal output. Its commercial artists and designers are excellent.

Publishers: The highest priority in the Turkish publishing field is the development of publisher appreciation of the creative contribution they should make to the development of better textbooks. Publishers by and large are not competent to assist an author in the preparation of his manuscript; they do not develop teaching aids or supplementary materials. Their "editorial" function seems limited to copy editing and proofreading.

Printing Technicians: It is rare to find individuals with formal training in either the private or public sector; almost all Turkish printing technicians learn through practical experience. In the small print shops, they lack a basic knowledge of their skill and are relatively undisciplined.

Printers' associations exist in Istanbul and Ankara, and perhaps elsewhere, but they are weak and limited in scope and activity; do not play their rightful role in the training process.

In 1960, a three-year *lise* level Printing Trades Institute was founded at Istanbul. The Turkish printing industry takes no interest in the Institute; does not accept its graduates because its courses are not sufficiently practical or up-to-date. The Turkish government is aware of the problem. (P.67,p.8)

Printing Plant Management: A few of the larger printing plants have a good working knowledge of pricing and costing procedures. But the overwhelming proportion of Turkish printers have no cost controls, do not know how to estimate bids.

BOOK INDUSTRY PHYSICAL RESOURCES

Physical Resources: Paper and Other Raw Materials

Turkish paper consumption has grown enormously and will continue to grow. From 1958 to 1962, overall paper consumption doubled. State Planning Organization (SPO) projections indicate that it will more than quadruple by 1975. These estimates project a growth in needs which seems realistic in spite of the huge increase involved.

SPO consumption for the book-pertinent "printing and writing paper" category (offset, 2nd quality, 3rd quality, and special textbook paper) indicates proportionately great increases.

Unpublished data of the Ministry of Education's Publications Directorate indicates that textbook paper consumption for 1963 - 1964 totalled approximately 10.5% of the printing and writing paper consumed in Turkey that year.

With an increase of 353% in printing and writing paper consumption projected between 1963 and 1975, and an average textbook consumption increase of 103% to 185% by 1977 -- somewhat under half of that magnitude, SPO paper projections should easily meet anticipated textbook paper demands, unless paper category requirements change or unless paper projections are not met.

There is, in fact, some question how and whether the SPO paper projections can be achieved. Because of Turkey's unfavorable balance of payments and a reluctance to permit large increases in paper imports, realization of the paper consumption goals will depend on the rapidity with which local production can be increased.

Available figures show that 76.6% of Turkey's 1962 paper needs were satisfied through local production. The major source of this locally produced paper is the Izmit Paper Mills, established in 1934, and set up in 1955 as the General Directorate of Cellulose and Paper Factories (SEKA) -- an autonomous state economic enterprise, under the supervision of the Ministry of Industry. (P. 67,p.2)

Although SEKA is producing close to capacity under its present operating methods, there has been some discussion of introducing new methods and techniques that might enable it to raise production somewhat. But even in the unlikely event that output could be doubled, the present plant alone could not nearly begin to meet the anticipated demand. Since the archaic small private plants also lack expansion potential, needs will have to be met by the priority construction of new, modern, large-scale paper mills. The alternative -- satisfying the rapidly mounting paper requirements out of ballooning imports, or sharply curtailing the paper (and therefore book) projections -- are untenable. (P.67,p.3)

Much of Turkish printing ink and almost all offset ink is imported; most from the Federal Republic of Germany. Quality inks are not produced locally. Local inks are generally used only for newspapers and the inexpensive ground wood paper books, including textbooks.

Cloth for book bindings represents a major problem. It cannot presently be imported, but good Turkish cloth makers are few. Turkish plastic covers, however, are of good quality.

All glue for binding is produced locally; there have been no glue imports since 1958.

Physical Resources: Plants and Equipment - Public Sector

The 42 individual government printing plants are largely non-book producers of reports and forms. Individually, they are often equipped with machinery that is completely out of balance. Collectively, their efficiency is poor and proper costing or production management is non-existent.

Preliminary reports from the State Supply Office survey of printing capabilities indicate that the government printing plants are being used about 9% of one-shift productive capacity ... although this percentage seems unbelievably low. The SPO's 1964 Annual Program states that 1957 output in state printing establishments was "50.8% of the normal", and that in 1963 the percentage was 55.7%. The correct figure, probably somewhere between the two estimates, results from significant problems: old, inefficient machinery; lack of compatability (A State Planning Organization 1963 survey found 80 - 100 different makes represented in public and private machines); lack of coordination (resulting in duplication of effort, waste and low productivity). (P.68,p.5)

Lack of coordination among public printing plants is not new. In 1954, a law was passed which authorized centralization of government printing facilities under the State Supply Office. As a consequence, the SSO is building a pilot plant which will centralize the operation of 34 of the 42 government plants -- not including, however, the Ministry of Education printing plant, which will remain separate.

In the meantime, progress seems likely on one important front: on October 12, 1964 the director general of the State Supply Organization approved the adoption of the Printing Industry of America (PIA) management and operating plan, recommended by USAID's printing specialist. The PIA plan covers production control, budgeted hourly costs, planning, scheduling and accounting procedures. In two or three years, when the system is installed in the present SSO plant, Turks will be trained to carry the new techniques to other government printing shops. (P.58,p.7)

The Ministry of Education's printing plant -- the largest by far -- contains a great deal of equipment, some very old and some very new. The plant's manufacturing facilities are distributed over several multi-storied buildings, none of which is properly suited for a printing operation.

Management of the Ministry of Education's printing plant is in the hands of a plant director, who works under the supervision of the director for publications. Both are dedicated, hard-working executives, doing their best under most difficult circumstances, and with an archaic physical facility. (P.68,p.8)

Physical Resources: Plants and Equipment - Private Sector

The 1964 Annual Program reports that private plants operated at 81.7% of single shift capacity in 1957. The figure seems somewhat high ... it is doubtful that the figure is at that level today among the many small print shops that comprise much of Turkey's private printing industry. Even checks among the larger printing plants (some of them offset) by the book survey team revealed that these industry leaders average only about one and one-quarter shift operation. The SPO 1965 Annual Program (Second Draft) estimates that there is ample printing capacity for future needs.

Conclusions: Plant and Equipment

With a medicum of new printing equipment and with some modern bindery equipment, there is little reason why the private sector, from the plant and equipment point-of-view, cannot handle the projected textbook increases.

The SPO 1965 Annual Program (Second Draft) calls for a cessation to the continuing proliferation of government printing plants. The warning does not apply, of course, to the Ministry of Education's printing plant, which runs a full one-shift operation. But the Ministry's plant operates at lower efficiency than the larger private print shops and can increase its output.

Two-shift operation for private plants and for the Ministry's might come close to meeting the doubled production that would be needed to reach the 1977 textbook projections. But with the obsolete nature of much of the printing equipment and, more importantly, the lack of trained printing personnel, these goals will not be easy to achieve.

Turkey's problem is basically not one of insufficient plant capacity, but a lack of skilled technicians. Indeed, one reason for the present excess capacity is the lack of good printing technicians, as noted previously. There are many quality letterpress, offset and rotogravure printing jobs that remain unproduced because of the shortage of skilled technicians.

At the present stage of development of Turkish private publishing and printing, there seems little immediate incentive for foreign (and especially U.S.) firms to enter into joint venture arrangements that are more elaborate than the supplying plus perhaps a little technical assistance and financial aid, in return for royalties.

BOOK INDUSTRY FINANCIAL RESOURCES

Financial Resources: Public Sector

Government operating units, such as the Ministry of Education's Publications Directorate, are financed through appropriations (which provide for operating and/or production budgets), plus revolving funds. State economic enterprises, i.e., SEKA and the State Supply Organization, are financed in much the same way. All theoretically function at a "break even" point.

Financial Resources: Private Sector

Securing capital, whether short-term or long-term, for private business is difficult in Turkey. Printing and publishing firms are no exception to this general rule.

There is no organized Turkish capital market, so that medium and long-term financing must often be done out of personal resources, by bringing in partners, or by reinvesting previous profits.

There is only one functioning source of medium-term investment capital -- the Industrial Development Bank -- a privately operated bank which has the use of a 15,000,000 *lira* deposit in U.S. counterpart funds. Amendment #7 to the Industrial Development Bank's charter (dated December 14, 1957) specifically rules the publishing industries ineligible for loans. The amendment cuts off a potentially valuable source of capital financing for the industry. (P.68,p.3)

The Industrial and Credit Bank is a new medium-term industrial bank which was established in March 1964 by several of the commercial banks. It has a capital of 120,000,000 *liras*. It is too recent to have extended many loans.

Short-term capital is available for private businesses from the commercial banks at annual rates of 12 1/2% and up, with stringent requirements for collateral. Commercial loans are made for an indefinite period, but are payable on demand. The collateral required is usually title to commodities, notes of customers, or real property. Practically no loans are approved on the basis of a business firm's general credit standing.

These collateral requirements more or less rule out book publishers and printers. None of those interviewed by the book survey team had made use of commercial bank credit in this manner, although some reported that credit could be obtained on a personal basis, backed by collateral.

Summary of Library Needs

Books appear in a country through local production or through importing, but once in a country books must then be made *available*. One major means of making books available is through libraries. It follows, then, that if book use is to increase in any country, libraries must develop along with other elements of the general book development program.

Those aspects of libraries which need attention in Turkey can be divided into: *human resources*, *physical facilities*, *books*, and *management*.

Details of these needs are developed in Chapter III under a discussion of library activities and needs. Here is a summary:

HUMAN RESOURCES

A library education program should receive high priority in Turkey to train personnel in all aspects and levels of librarianship and library science. Leadership could be provided by professional associations, library school professors and individual library science scholars, but they lack financial support for the development and updating of professional tools as required for education in librarianship.

Sufficient numbers of motivated, intelligent persons will not be attracted to careers in libraries until the salaries of librarians are raised significantly.

PHYSICAL FACILITIES

Hardly a library in Turkey has adequate physical facilities to conduct the business of a library. Adequate storage and display space is needed as well as some modern library tools and work space for processing of books. Also needed in libraries generally, but especially in children's libraries, are attractive reading rooms and furniture to make the reading environment more pleasant.

Quantity as well as quality is needed in library buildings. This applies especially to the rural areas of Turkey where libraries are practically non-existent.

BOOKS

Collections of most libraries are in need of larger numbers of books and much broader selections. A need also exists for large numbers of reference works, especially in some of the specialized libraries, such as those in medicine. Even the Middle East Technical University Library, which is quite well-organized, is badly in need of a large number of books.

MANAGEMENT

A priority need in Turkey is the development of a modern public library system. Where public libraries do exist they are not truly public. Collections must reflect interests of the general public as well as specialized concerns. Also, books must circulate or a library becomes merely a reading room, and then only for the most highly motivated individuals.

A union catalog must be developed in Turkey, along with specialized listings such as a subject heading list in medicine. This of course will require, among other steps, the training of catalogers.

Shelving practices, in general, are in need of improvement. In most cases, public library collections are arranged on shelves according to accession numbers. This is not the most efficient method of organizing a book collection.

Recapitulation of Wolf Management Team Recommendations

The first half of this section is a revised *summary* **of the recommendations made by the Wolf Management Survey Team in 1965. Those recommendations which referred to libraries have been omitted.**

The second portion of this section consists of the summarized recommendations on libraries made by the library specialist of the SUNY team.

RECOMMENDATIONS (For details of these recommendations and references to the background information see pages 55 - 71)

1. **As a demonstration project on the development of a modern textbook, re-edit and re-design a currently published textbook and prepare an accompanying teachers' edition.**

2. **Demonstration workshop(s) on editorial process - follow-up to project above.**

3. Study of easy-to-read book efforts in the U.S.

4. Commission to improve basic readers.

5. Develop scholarly publications digests.

6. Develop a Turkish book trade journal.

7-8-9. Determine book gap in secondary level vocational and technical courses, select, translate and adapt foreign language industrial education, prevocational and vocational textbooks; prepare accompanying teachers' editions and instruct teachers how to use.

10. Textbook editor consultant to local industry – possible follow-up to editorial workshop seminar, above.

11. Establish labor standards for printing technicians.

12. Top-level seminar, to increase Turkish appreciation of the role of books in the educational process and to demonstrate their broad role in the U.S.

13. Translate some of the more needed foreign university textbooks, as stop-gap until English proficiency developed.

14. Book promotion and distribution specialist to aid non-school book industry.

15. Reorganize Printing Trades Institute at Istanbul and train its instructors.

16. Ease and re-direct the workload of the National Board of Education.

17. Intensive secondary level program of English language reading instruction to gain university student access to foreign scholarly works in the natural, social and behavioral sciences.

18. Publish village-oriented primary school textbooks.

19. Make greater use of textbook-related audio-visual material in the classroom.

20. Improve the productivity of the Ministry of Education's printing plant.

21. Consider transfer of publishing responsibility for secondary level vocational and technical education textbooks to the private sector ... and grant special pricing latitude when the change takes place.

22. Ministry of Education should hold periodic joint meetings with the private book industry, to improve textbooks.

23. Expedite publishing of the civilian adult literacy primer.

24. Gradual conversion of Armed Forces Literacy training facilities to use for vocational and technical education training.

5. Liberalize advantages and inducements to attract foreign investment in urgently needed paper mills.

26. Repeal of amendment barring book industry loans by the Industrial Development Bank.

27. Eliminate cumbersome foreign exchange restrictions on book imports.

28. Adhere to Universal Copyright Convention and adopt modern Bern provision on translations.

29. Further subsidize internal postal rates for books and instructional materials.

30. Adopt UNESCO recommendations concerning standardization of book and periodical production statistics.

31. Have SEKA government paper mill conduct customer research to better serve book industry.

32. Further encourage private printing industry mergers and consolidations through added tax incentives.

33. Develop multi-faculty publications of broad scope at Turkish Universities.

Library Recommendations - (Summary)

The following summarized recommendations are presented as a result of a study of Turkey's book needs in June 1966, conducted by the State University of New York (SUNY) team under CENTO/AID auspices.

Dr. Nasser Sharify of the Center for International Studies and World Affairs of State University of New York was the library specialist on the survey team.

RECOMMENDATIONS (For details of these recommendations and references to the background information see pages 71 - 77

L-1. A library building and equipment expert should be sent to Turkey for two months.

L-2. Professional associations, library school professors, and individual library science scholars should be given financial support for the development and updating of professional tools as required for education in librarianship.

L-3. Necessary machinery should be established for the compilation of the National Union Catalog and specialized union catalogs.

I . A committee should devise a subject heading list in Turkish based on the United States National Library of Medicine subject heading list.

L-5. Financial resources should be made available for building the specialized reference collection of the Haccetepe Medical Center Library.

L-6. The salary of the American librarian to work for one year at the Haccetepe Medical Center Library should be augmented.

L-7. Financial resources should be made available for a period of five years in order that the collection building of the METU Library may be expedited and permit the growth of the library's collection to reach its minimum requirements.

L-8. A library expert should submit to the Istanbul University authorities a plan for the library system for the university as a whole.

L-9. At least two trained professional catalogers should be added to the staff of the University of Istanbul Faculty of Medicine Library.

L-10. A well-balanced collection of medical textbooks for the University of Istanbul Faculty of Medicine Library should be purchased.

L-11. The associate librarian of the University of Istanbul Faculty of Medicine Library should be sent for a year on an exchange basis, to the United States National Library of Medicine.

L-12. Library fellowships should be made available immediately for two staff members of the University of Istanbul Faculty of Medicine Library.

L-13. Sufficient financial support should be given to the University of Ankara Library School in order to expand the collection that has lain static since 1961.

L-14. Ankara University Library School should seek affiliation with an accredited library school in the United States.

L-15. Istanbul University Library School should increase its full-time faculty to at least four, and a well-balanced collection of at least 2,000 volumes should be obtained immediately.

L-16. A library education expert from the United States should visit Turkey to study the need for future training programs for librarians, compare the features of the three institutions (Haccetepe Medical Center, Ankara Library School and the Middle East Technical University (METU)) interested in a new graduate library education program, decide on the level and the quality of the program required, and submit an over-all plan for a new graduate library school. METU appears to one member of the SUNY team to be the most logical site for this Graduate School of Library Science.

L-17. The services of a public library expert should be made available to Turkey for six months in order to study the present conditions, to determine future needs and to develop a plan for a nation-wide, modern public library system.

L-18. A model public library with a children's reading room should be established for demonstration purposes.

L-19. Until the time that most public and children's libraries are administered by professional librarians, all books should be purchased centrally, perhaps by the office of General Director of Libraries, at the Ministry of Education.

L-20. Existing "public libraries" should be transformed into genuine public libraries.

L-21. The lending collection of public libraries should be expanded and upgraded. All books, except for reference works, should be allowed to circulate.

L-22. In most cases public library collections are arranged on shelves according to their accession numbers. This must be changed as soon as a professionally trained librarian is available as a staff member in any one of these public libraries.

L-23. As soon as collections are classified by subject on the shelves of the public libraries, the public should be given direct access to library materials.

L-24. In order to improve existing school library services, a pilot school library should be established in Turkey, preferably, attached to a teacher training institution.

L-25. The Turkish National Library should establish a central cataloging service, similar to that of the U.S. Library of Congress, serving all Turkish libraries.

Recent Book Development Activities

The SUNY Survey Team reports the following changes and/or new activities since the completion of the original 1965 survey by the Wolf Management Team:

TURKISH MANAGEMENT ASSOCIATION

Three activities of the Turkish Management Association (T.M.A.) in Istanbul are worthy of note:

(a) The T.M.A. sponsored a "Printing Management Seminar" in the Fall of 1965. An initial seminar was given to 25 printers in Istanbul with a second provided for 29 printers in Izmir. Topics covered in the seminars were printing, production, planning, financing and quality control.

(b) A bi-monthly review is being published by T.M.A. to provide a continuing source of management-related articles for Turkish businessmen. This publication is promoted via direct mail to members of Chamber of Commerce and Industry. First issues were printed in 3000 copies.

(c) A "Management Development Center" has been established by T.M.A. The purpose is to provide consultant service to medium and small businesses. (P.57,p.1)

CURRICULA AND TEXTBOOKS

(a) In the 1966-67 school year an integration of courses was to take place in the *orta, lise,* and primary schools. The separate social sciences were to be combined into "social studies" and the separate physical sciences into one science course. This change reduces the number of separate texts needed by pupils but makes more urgent than ever the need for teachers' guides.

(b) Technical curricula and teaching materials should be influenced by a new project at Ankara's Men's Technical Teacher Training College. This project is in cooperation with the American Vocational Association and will involve:

1. A seven man team of specialists including one in preparation of instructional materials and another in vocational education curriculum development.

2. The production goal of 500,000 books (by June 1968) as prototype in all of the shop and technical courses.

3. A participant program for 40-50 individuals. (Note: Recommendations 8, 9, and 10 of the original Wolf Management Report suggests similar steps.)

(c) The Educational Materials Development Center in Ankara plans to publish a magazine for students of the elementary schools, as a supplement to textbooks. Two separate editions are planned: one for grades 1, 2, and 3, and another for grades 4 and 5. Such a product should help to stimulate the habit of reading for pleasure among elementary age pupils.

(d) The Turkish Management Association appears to be a possible replacement for the *Grafik Klub* as a source of in-service training in managerial skills, as was recommended in the original Wolf Management Report.

(e) A National Book Committee has been appointed and has been active in expediting requests for materials under the CENTO Science Book Project.

CHAPTER II

BOOK DEVELOPMENT ACTIVITIES

Book Activities

GENERAL

This section is a summary adapted from the report of the Wolf Management team.

Turkey - Geographic, Historical and Social Background:

While straddling the waterways separating Europe and Asia, Turkey borders many countries. This location has placed Turkey in the path of diverse social, political, and economic forces throughout history. This passage of time has witnessed the presence of the Hittites, Greeks, and Romans; the growth of Christianity; the preservation of Greek and Alexandrian learning; the rise and fall of the Ottoman Empire; the establishment of a Republic (1923); and the cultivation of Western ideals and practices.

The Ataturk Revolution: Stress on Education, Nationalism and Alphabet Reform

The Turkish Republic, established in 1923, realized that the people were not educationally prepared to make the difficult transition from local "tribalism" to responsible self-government on a national scale. Tight control over education, the press and the economy (including the publishing industry which had hitherto been severely restricted) was soon established.

Through the initiation of Kemal Ataturk, initial reform measures were passed: laws outlawing the cumbersome Arabic alphabet and banning Islamic and "Ottoman" literature from the schools. A version of the simpler, easier to learn Latin alphabet was adopted, and "westernizing" ideas were incorporated in the literature.

To disseminate the spread of literacy via the new alphabet, the government transferred education from religious control to its own. Control of the publishing industry also offered an excellent opportunity to introduce a highly selective list of literary works and school books as a basis on which to build a new nationalism.

Turkey Today:

Turkey's expanding population now numbers 30,000,000, and is expected to continue to increase at the rapid rate of 3% per year. The per capita income is an unevenly distributed $200. The chief occupation of the people is agriculture (77%), with industry a distant second (10%). The economy is strongly affected by an unfavorable balance of payments.

In spite of adversities, Turkey has made heartening progress. Literacy (defined as the ability to sign one's name) has increased significantly. The growth of a middle class, another hopeful sign, has been described as the most important post-World War II cultural phenomenon in Turkey.

In attempting to overcome their problems the Turkish Grand National Assembly recently approved a Five-Year Development Plan, 1963 - 1967. The projects of this plan are related to and affected by the capabilities and resources of the Turkish book industry.

CURRENT STATUS OF THE BOOK INDUSTRY

The book industry itself is faced with many of the problems typical of the partially-developed lands: limited financial and trained human resources are straining to meet the demands of a rapidly growing school-age population.

To measure the output of the Turkish industry or to make valid comparisons with other countries is difficult, as Turkey's definition of books and pamphlets does not correspond to that used in other countries or to that recommended by UNESCO, and the statistics available are often incomplete.

Title Statistics:

Turkish statistical standards differ from those ordinarily used in more advanced publishing countries. The statistics are based on definitions which tend to exaggerate publishing output; for example, classes of printed matter not ordinarily classified as books or pamphlets are counted, i.e. calendars and timetables. (P.71,p.4)

The number of book and pamphlet titles published in Turkey in the years 1928 through 1965 are summarized in the following table:

Average No. of Book and Pamphlet Titles

Years:	'28-'33	'34-'39	'40-'45	'46-'51	'52-'57	'58-'63	'64-'65
No. of Titles	1,044	2,099	2,351	2,240	2,690	3,703	4,656

Number of Copies:

A very rough estimate of the number of copies of books printed in Turkey in 1963 indicates a total of 28,783,000. This is equivalent to .95 books per capita, but these estimates have no reliable statistical base.

Newspapers and Periodicals:

Recently the number of newspapers and periodicals has been characterized by rapid growth.

The present machinery of the Ministry of Education's copyright deposit system provides the vehicle for development of an excellent and useful system of statistics on the publishing of books, periodicals, and newspapers. But this will require (1) a better system of definitions, and (2) tabulation of data on the number of copies produced of private publisher titles. The UNESCO recommendations on the standardization of publishing statistics approved by the Thirteenth Session of the UNESCO General Conference in November 1964 cover both requirements and provide a basic structure which can easily be adapted to Turkish needs. (P.71,p.4)

FACTORS THAT INHIBIT BOOK USAGE

Objectively, there is general agreement that distribution of books in Turkey is small; that it is difficult to buy a representative group of Turkish books in any field; and that many book publishers find it hard to exist on present sales volume.

Subjectively, some few maintain that Turks' desire to read is great, but that they are prevented from doing so by a variety of causes. Most, however, claim that Turks lack a love of books; that long-extant practices and customs are the prime factors inhibiting the book-reading habit. Among the causes most often advanced were:

1. Illiteracy -59.9%;
2. Cultural resistance;
3. Cost - this is a factor for the rural poor who live in a non-money economy. With a few exceptions, Turkish books are generally low-priced, even in relation to low Turkish incomes;
4. Absence of public libraries;
5. Inadequate distribution patterns and facilities;
6. The orientation of the Turkish educational system - *this is the most frequently accused inhibitor to further book usage in Turkey.* Memorization seems to greatly overshadow the reading habit.

An additional factor may be the continuing "purification" of the Turkish language, which many claim is causing the literary style to grow away from the speaking habits and vocabulary of the people.

GOVERNMENT PUBLISHING AND THE TEXTBOOK INDUSTRY

The Ministry of Education's Publications Directorate:

Many government agencies are active in printing and publishing. The Ministry of Education, however, is the only governmental agency to figure importantly in the book field. The Ministry determines content and pricing for both the private and public sectors. (P.59,p.4)

In the public sector, the publishing operations of the Ministry itself are carried out by its Directorate of Publications. This Directorate produces textbooks, supplementary books, and other instructional material in addition to foreign works and official educational journals. Publications are priced at the break-even point; unfortunately, the costing and pricing system does not indicate the true cost, nor does it provide for any production and efficiency control.

The Publications Directorate is financed by appropriations from the Ministry of Education and by revolving funds. Except for textbooks, which follow well-known and apparently efficient channels, the Publications Directorate is weak in distribution and promotion.

Role of the National Board of Education in the School Book Process:

Within the Ministry, the National Board of Education is the most influential body in Turkey from the standpoint of directing educational development. Regardless of whether a textbook originates in the public or private sector, the Board has full control over the material that goes into the books.

Public and Private Roles in Textbook Production:

To meet growing demands for textbooks a law was passed in 1949 transferring much of the textbook publishing industry to the private sector. The private sector produced 66% of the total textbooks in 1963-1964, and the consensus of opinion is that private industry has produced somewhat better results in the aggregate than those previously produced under government auspices. (P.66,p.7)

From a practical viewpoint, the Publications Directorate could not possibly handle the load if there was a reversion to the all-government-produced single book system. (P.59,p.6)

The private and public sectors share textbook market with the Ministry retaining a monopoly in these four fields: (P.59,p.6)

-Primers and readers for the primary school grades;
-Books used for religious instructions;
-Pedagogical books used in teachers' training schools;
-Technical books used in commercial, vocational and technical secondary schools.

Available statistics show that the private sector dominates the supplementary school book market; that it produced fully 80% of the supplementary titles approved for 1964-1965.

Textbook Selection, Distribution and Pricing:

Textbook titles are selected by the school director in conjunction with class teachers. The book list is then brought to the local certified bookstore (or to the schoolbook purchasing cooperative), which orders the books from the publishers. Students buy books either from the local certified bookstores or from a student cooperative. It can thus be seen that distribution of textbooks follows well marked channels.

The pricing formula for textbooks is set by Publication Directorate and is identical whether the book is published by the private or public sector. The result of this strict price control is low-priced textbooks. This, however, is not without its disadvantages: severe limitations are thus imposed on the publishers in their efforts to improve the attractiveness, quality and durability of the books.

Due to this definite inhibiting effect upon Turkish textbooks, no one questions the advisability of lifting the fixed price regulation. However, fear of adverse political reaction to the abolition of the fixed price and the resulting inevitable textbook price increase prevents its speedy elimination.

PRIVATE PUBLISHING AND OTHER LOCAL BOOK PRODUCERS

The private book industry did not begin to assume a vital role in the educational and cultural life of Turkey until 1949 when the textbook law provided it with a market base of sufficient economic breadth to permit expansion into other book areas.

The Private Printing Industry:

In general, the Turkish private printing industry is splintered into numerous small family-type enterprises, doing poor work and existing precariously. The few big plants are busy, but not overworked. The industry lacks much in the way of organizational, management and costing know-how.

The State Planning Organization is aware of the inefficiencies brought about by fragmentation within the printing/publishing industry, and is actively encouraging printing plant mergers into larger enterprises to foster large-scale efficiency. (P.68,p.8)

The Private Publishing Industry:

No exact information on the number of book publishers is available. However, there is evidence of a great deal of concentration within the industry: the 25 - 30 members of the Istanbul Publishers' Association account for about 90% of the private book publishing in the country.

Like the nation's printers, the majority of publishing firms are family enterprises, and, are likewise ignorant of good business practices. (P.68,p.9)

The Importance of School Books:

The textbook business is the focal point of almost all the major publishers. Approximately 66.5% of all the books printed in Turkey in 1963 were textbooks. There exists much competition in the textbook market, probably because of the increasing demand and the fact that it can be so profitable.

Non-School Book Promotion and Distribution:

There is great need to improve the efficiency of marketing practices in the private non-textbook industry. Promotional efforts are minimal; distribution by the private sector is confined to the trade. Moreover, the introduction of any sophisticated sales techniques would be premature unless preceded by a significant growth in the market networks for non-school books.

Internal Postal Rates on Published Materials:

The postal system is a major method of book distribution in all countries, and especially in those like Turkey with a population widely scattered in villages and with a sparse transportation network. Yet, Turkish rates are proportionately much higher than those in the U.S. and in many other countries, in relation to book prices and the general standard of living. The rates undoubtedly have a dampening effect on book distribution. (P.69,p.3)

THE UNIVERSITIES

University "Textbooks":

There is no general university textbook market. Textbooks are not used to a great degree, and professors usually sell their own printed "books". These "books" are printed either in private shops or in the university's own small print shop. Because they are printed in small, uneconomic quantities, they are usually subsidized by the universities. Sales often languish, however, as neither the university nor the private printers provide assistance in marketing the product. (P.65,p.7)

University Periodicals:

The Turkish universities have not as yet assumed their responsibilities in feeding new knowledge into the educational bloodstream. This difficulty arises from the fact that Turkish scholarship has not yet developed sufficient research capabilities to be self-sufficient, and at the same time the language barrier and high cost of foreign books has restricted its access to foreign scholarship.

Individual faculties of many universities have attempted to fill this void by publishing their own bulletins or periodicals. Some of these have been successful; many have encountered difficulties because single faculties often cannot produce manuscripts of sufficiently high quality to be produced.

No market can be developed to support an effective university textbook publishing operation until the faculties are willing to consider combining their efforts and until the professors are willing to use as textbooks the works of other professors, even in other universities.

NON-PROFIT ORGANIZATIONS ACTIVE IN BOOK PRODUCTION

Three of the local organizations which are important factors in the Turkish book industry:

1. The *Turkish Historical Society* does a great deal of commercial printing, and also prints scholarly publications written by the Society's membership.
2. The *Union of Chambers of Commerce and Industry* produces a diversified group of business publications and is recognized by the government as the spokesman for the private sector.
3. The *American Board of Foreign Missions* represents the United Protestant mission effort in Turkey. That effort has been directed toward educational goals: e.g., the drive for literacy throughout the country.

These organizations, like other publishers in Turkey, find distribution difficult.

THE ROLE OF IMPORTS

Turkey's foreign trade deficit is chronic. During the period from 1960 - 1965 Turkey's imports rose 46%, while exports remained essentially static.

Book Imports:

In spite of statistical discrepancies, it is clear that the total volume of Turkish imports of books is small. Turkish estimates claim approximately $68,100 worth of book imports in 1963. Much of the importing is done through the Informational Media Guaranty program of the U.S. There is not much prospect for a great increase in Turkish imports unless the educational system is modified to stress book use and foreign languages.

Imports of Paper and Ink:

In 1962, imports comprised 53% of the first quality printing and writing paper and 55% of the newsprint consumed in Turkey. 67,811,000 *lira* ($7,459,000) worth of paper was imported in 1963. (P.66,p.1)

Imports of paper are controlled. They enter the country either through (1) bilateral trade agreements or (2) quota allocations.

Turkish tariffs impose high prices on the paper imported for books. The high duty applies even to kinds of printing paper not manufactured in Turkey, such as paper suitable for good offset work (tariff and taxes total over 100% for this first quality paper). Until such time as domestic paper production reaches acceptable standards, it might be advisable to lower the tariff on the needed imported paper.

Much of Turkish printing ink, and almost all offset ink, is imported. The Federal Republic of Germany plays an important role in the export of printing equipment and supplies to Turkey. The basic tariff for inks is 75% of value.

THE EDUCATIONAL BOOK MARKET

The educational book market is by far the largest in Turkey. Primary and secondary school textbooks alone accounted for fully 44% of total Turkish book production in 1963. When we add to this the number of supplementary books used in the schools, it is obvious that books play the most important role as development tools in the Turkish educational system.

Background Factors that Affect the Educational Book Market:

Elementary and secondary education in Turkey is highly centralized. The control and administration of the entire system, including the establishment of curriculum, is under the auspices of the Ministry of Education.

Public education in Turkey is free. Even university fees, when charged are small. Turkish expenditures for education average about 2.3% of national income. (This compares to about 6% in the United States.) Expenditures per student have deteriorated gradually since 1950 due to the great annual increases in pupil enrollment.

Educational growth and the educational book market have been limited by the low literacy of the people, underemployment, precarious economic strength and a network of tiny, widely dispersed villages that render positive achievement difficult.

Turkey is plagued with a shortage of teachers and those teachers that they have are often insufficiently trained. This condition may well be due to the fact that teaching is not an attractive profession in Turkey: salaries are low and the prestige once accorded teachers has fallen considerably in recent years.

The lower the level of teacher competence the more important become good school books. Unfortunately, Turkey's use of educational books reflects the general pattern of teacher's lecture and pupil's memorization and recitation. Textbooks have far too high "concept density". Books with fewer concepts and more supporting examples would give the pupils better opportunity to understand the big ideas and result in more effective learning.

The use of textbooks could be improved further if teacher's editions or manuals were published to accompany them -- especially in the Turkish context where many teachers are not well trained. (P.62,p.6)

Turkish textbooks reflect the educational pattern ... its weaknesses and strengths. Realistically, the Turkish government will have to change its philosophy of education before textbooks and textbook usage can be revised significantly to improve education.

Nature and Size of the Educational Market:

Dramatic recent increases in numbers of students in Turkish school bear witness to the continuing intensity of the government's drive for education. Between 1950 and 1962, elementary school enrollment doubled; secondary school level tripled. More important, the percent of school-age children enrolled in schools has more than kept pace with the population rise.

Figure 1 shows the distribution of Turkish youth population in public schools during the 1965-1966 school year. It portrays graphically the sharp drop in enrollment percentage of school-age population as the academic ladder is scaled.

The Primary School Market:

Children enter primary school at about six years of age and graduate after completing five grades. Primary school attendance is the only component of the Turkish educational system that is compulsory, but it is clearly only nominal in those one-third of the villages which still lack both school building and teaching staffs.

Substantial differences in textbook orientation and teacher level exist between village and urban education. (P.60,p.4)

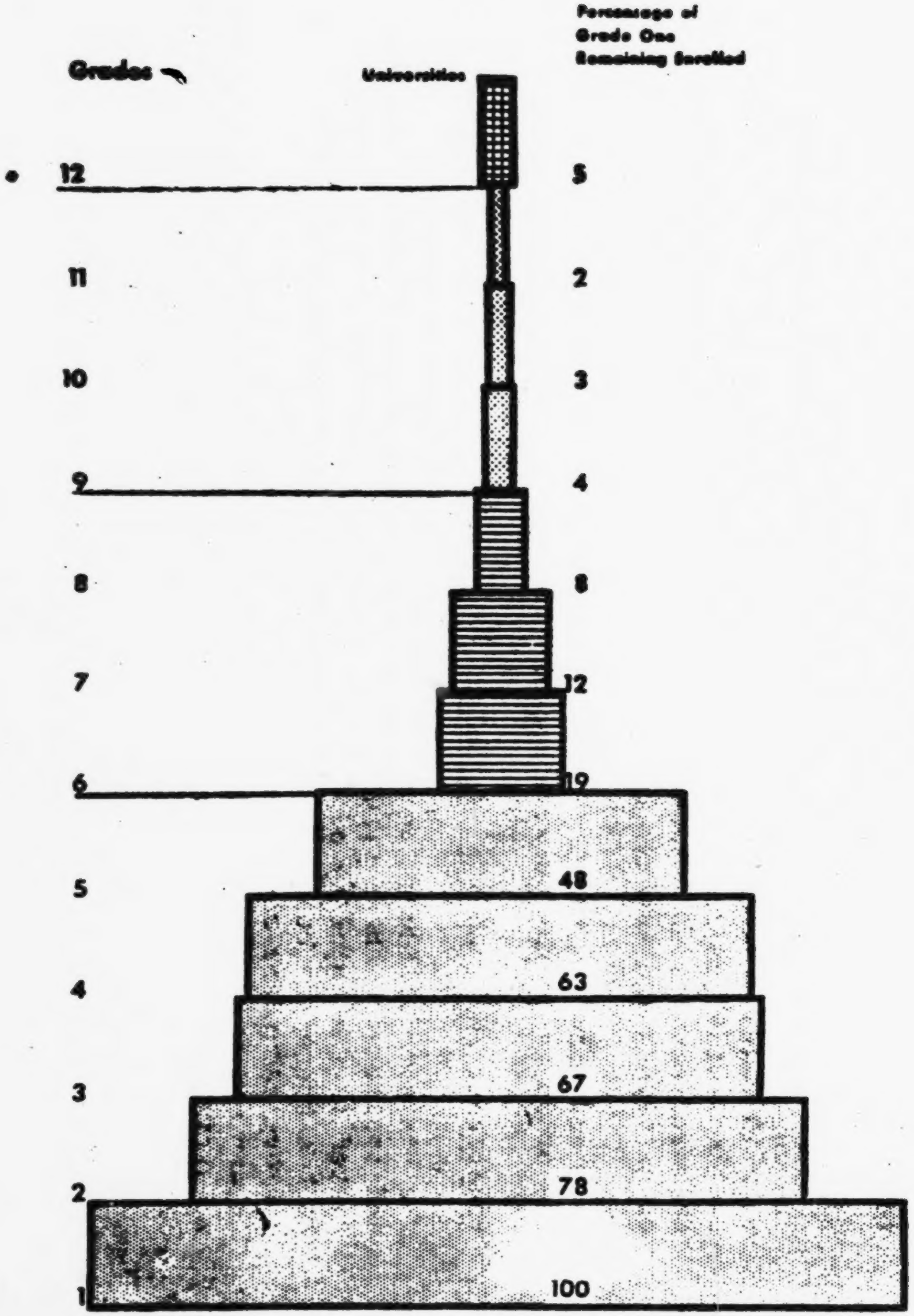
Primary School Books:

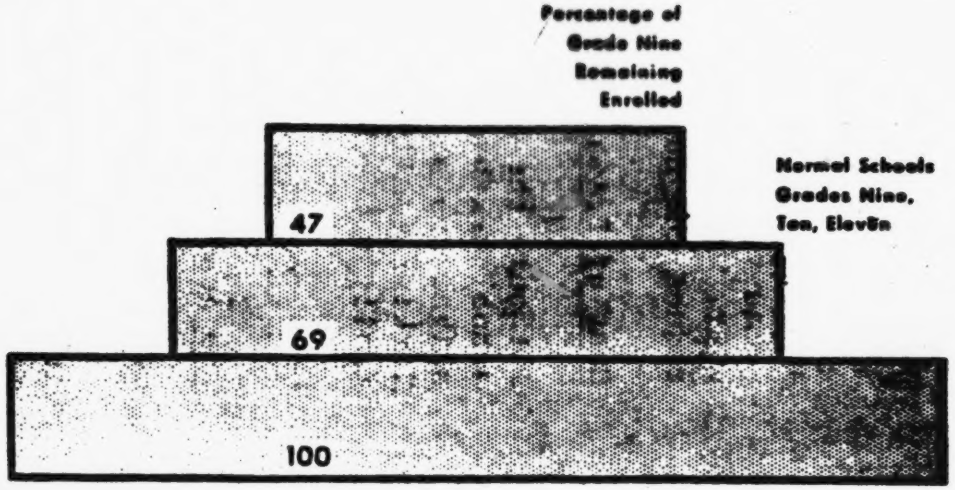
During the first stage of primary school (grades 1-2-3) only one or two books are used per year. These are published and printed exclusively by the Ministry of Education. However, for the second stage of primary

FIGURE 1

PUBLIC GENERAL EDUCATION IN TURKEY

PERCENTAGE OF PUPIL LOSS, BASED ON GRADE ONE
(NORMAL SCHOOLS BASED ON GRADE NINE)
Figures Supplied by Ministry of Education
1965
Education Division US AID/T





school (grades 4-5), where 8-9 books are used annually the private sector accounted for 77% of all the textbooks produced in the 1963-1964 school year. A new plan at unifying the social sciences and sciences will reduce the number of textbooks per pupil.

Cost of Primary School Books:

Although the Turkish primary school is free and compulsory, primary school textbooks are not free. Textbooks are now subsidized to a slight degree thus permitting low prices. Compared to the average Turkish family's purchasing power, or even to the average village family's purchasing power, primary textbooks are not expensive.

THE SECONDARY SCHOOL MARKET

The Academic *Ortas* and *Lises*:

The *orta* school offers a three year course of study immediately after the five year primary school. The *lise* enrolls students at the same grades as the U.S. high school. The enrollments in both of these schools have increased many fold since the Ataturk Revolution.

Secondary school students apparently have textbooks; as in primary schools, some of the poorer students are provided with books free of charge. In terms of per capita income, however, the *lise* textbook load can become a significant factor.

The curriculum in the *orta* and *lise* schools has changed little in the past 40 years. Emphasis is placed on learning the facts, not on the development of understanding. Most of the classroom time is devoted to teacher lectures and student recitations. There is a severe shortage of classroom and teacher resources.

Orta and *lise* textbooks of the non-technical variety are overwhelming the products of the private sector (almost 98%).

Vocational and Technical Schools:

The Ministry of Education has come to realize that the academic *ortas* and *lises*, with their stress on the preparation of the *elite*, are ill-suited to the majority of Turkish students and the needs of the nation. It has therefore begun to concentrate its attention on programs to improve secondary education in vocational and technical fields. Included in any new programs will have to be efforts to alleviate the apparent insufficient supply, and use of, vocational and technical textbooks. (F. [illegible]

Encouraging progress is taking place in the Turkish National Science *lise* project. Basic high school sciences and mathematics texts based on the U.S. National Science Foundation sponsored PSSC and the SMSG texts are now available.

The Pedagogical School Market:

Primary school teachers are trained in either six-year normal schools for primary school graduates, or in three-year normal schools for *orta* school graduates. There is an acute shortage of primary school teachers, despite efforts to increase the supply.

There are four teachers' colleges for training *orta* school teachers. They accept graduates of the normal schools and of the *lises* and give them in most cases a two-year course of study consisting mainly of subjects the graduate will teach. Vocational school teachers are trained in schools similar to the teachers' colleges.

Almost all students training to be teachers at all levels study under government scholarships, which cover most expenses, including books. Pedagogical textbooks used in normal schools and in higher teaching schools are printed solely by the Ministry of Education. These textbooks and other instructional material are in short supply.

The University Market:

There are six Turkish universities; each an autonomous body with a separate budget:

Istanbul University:	composed of faculties of medicine, law, economics, letters, science, forestry and pharmaceutical chemistry.
Istanbul Technical University:	composed of faculties of civil engineering, electrical engineering, mining engineering and chemistry.
Ankara University:	composed of faculties of letters, science, law, medicine, veterinary, agriculture, divinity, political sciences, pharmaceutical chemistry, and medicine and medical sciences.
Ege University (Izmir):	composed of faculties of medicine, agriculture and science.

Middle East Technical University (Ankara):	composed of faculties of administrative sciences, architecture, arts and science, engineering and an English preparatory school.
Atatürk University (Ezurum):	composed of faculties of agriculture, arts and science, and medicine.

The traditions and practices of the Turkish university system severely restrict the university book market. Professors sell their own "books", thus creating a market vacuum for university textbooks.

Materials printed in foreign languages also lack a market of any significance in the universities as Turkey has minimal second language fluency. This poses grave handicaps. Turkey is too small to produce good science texts in its native language. And all but a few students are barred from using major portions of university library materials, because these are also foreign language in large measure. (P.64,p.4)

To enable its university students to gain access to the modern world of technology the educational system of the universities will have to stress foreign language fluency and develop a more effective book use pattern.

The Influence of Experimental Schools on Book Usage:

Turkey's experimental primary and normal schools are testing new methods of book usage and are developing new instructional materials. Although they are having little current effect on the textbook market because of the limited number of schools and students involved, some of the experiments they are conducting may significantly affect the manner in which books are exploited as aids to instruction and learning in the future.

Audio-Visual Material:

Dr. Reign Hadsell, an experienced audio-visual specialist with USAID/Turkey, has noted that, to be effective, audio-visual efforts in Turkey should (1) be simple; (2) be inexpensive; (3) be easy to make; and (4) concentrate on items of wide usage. (P.60,p.6)

Leapfrogging to the more complicated devices has caused frustration, lost effort and waste. There is much expensive audio-visual equipment scattered throughout Turkey which lies idle because not enough is known about its proper care and because a proper system of servicing has not yet been worked out.

OTHER BOOK MARKETS

Adult Literacy and Books for Neo-Literates:

The Civilian Adult Literacy Campaign:

Intense interest in adult education began with the Atatürk Revolution and the change from the Arabic to the Latin alphabet. Nationalistic enthusiasm created an immediate demand for instruction in reading and writing the new alphabet.

At present, the civilian adult literacy program operates on a three-year cycle. Those who pass an examination at the end of the third year are granted a certificate equivalent to a primary school certificate.

There is a small neo-literate program that offers help in the continuation of reading skill. Unfortunately, both this program and the civilian adult literacy program are hampered by the fact that no specifically designed textbooks have yet been made. Books of adult interest but written at fourth and fifth grade reading levels are rare in Turkey.

The Armed Forces Literacy Program:

The Turkish Armed Forces operate the largest adult literacy program in the country today. The program is supervised by Ministry of Education personnel attached to the General Staff. It makes full use of books and instructional materials which were developed with the assistance of USAID-sponsored units. Qualified teachers are employed and are paid out of Ministry of Education funds. (P.71,p.5)

Present concern is material for neo-literates. In spite of severe financial problems and classroom and teacher shortages, some progress is being made in this area.

The Armed Forces help spread education to civilians in the villages by distributing used textbooks and providing other assistance. This program, however, has encountered practical difficulties. The Armed Forces literacy effort is programmed according to the U.S. system -- its use of textbooks, teachers' manuals and workbooks is quite different from that employed in the European-oriented primary schools.

Conclusions Re Adult Literacy:

The exact magnitude of illiteracy in Turkey is hard to determine due to the lack of a uniformly accepted and applied standard for literacy. Whatever the actual rate, it is certain that a substantial number of Turks still cannot attain optimal personal development or make a significant contribution until further progress is made toward the goal of universal functional literacy (the ability to use the written language as a practical working tool).

Adult education continues to be a key weapon in attaining that goal, but the civilian effort is handicapped by an almost total lack of suitable reading materials. Materials developed for the Armed Forces Program are too limited for application to the larger audience. Some needed new materials for the civilian campaign are now being prepared. This is potentially a key market but one that is not likely to be fully exploited until the newly established Ministry of Village Affairs has had an opportunity to get a suitable program into operation.

Book Use by the Professions: Reference Books

In 1960 Turkey had a professional level work force of about 200,000. With the possible exceptions of law and medicine, the book survey team found little evidence of widespread book use by any of the other professions requiring higher education.

Other than in these two areas, there is little available to the professional in Turkish; nor does the average professional buy imported books to any extent. Much of the fault for this situation must be ascribed to the Turkish educational system.

Economic considerations further complicate the picture. It is difficult for a private Turkish publisher to make a profit on professional books.

Reference books represent a neglected area: Turkish encyclopedias are few and cursory in nature. A comprehensive Ministry of Education encyclopedia project will not be completed for many years.

Juvenile Books and the Stimulation of Reading Skills:

A corollary to the great need in Turkey for adult books at a low reading level is the equally great need for children's books, outside of school, of sufficient quality and interest to encourage them to develop the reading habit. (P.60,p.4)

The Turkish National Commission on Education recommended that the reading habit be developed and protected from harmful publications (comic books) by the speedy preparation of a series of Turkish and foreign children's classics. These are needed, but the need for juvenile books extends beyond the classics, to many other fields of interest to young people.

Once again, the problem has economic roots. Quality books for juveniles apparently cannot now be published without a subsidy of some sort.

General Tradebooks:

As distinguished from textbooks, tradebooks are written and published for the general book reading public which buys books for entertainment, information or self-improvement, and for librarians who purchase books that appeal to the general reading public.

Tradebook prices are low because printing is poor, paper cheap, and a translator is paid little. Nor are authors paid more for original works. The present Turkish copyright law handicaps local authors, and many have to publish their own works.

Newspapers and Periodicals:

From the earliest days of the Atatürk Revolution, newspapers have been considered key vehicles for the dissemination of information and learning, and for unification of the nation. Their development was encouraged officially, and was fostered through subsidies and other forms of government asistance. They remained the mass reading medium in Turkey.

The prime problem facing Turkish newspapers is not one of capacity or human resources but of distribution.

A driving force in the newspaper field is *Hurriyet*, a new venture (founded in 1947) with largest circulation by far in Turkey. *Hurriyet* engages in promotional schemes which further adult reading (and education) and make it a force in the book industry.

The newspaper also maintains a "*Hurriyet's* People's University", which sponsors daily foreign language lessons in its daily columns (backed by radio advertising), and presents free foreign language - Turkish dictionaries to those who obtain certificates by passing an examination.

Library Activities

THE TURKISH NATIONAL LIBRARY

The Turkish National Library, one of the youngest national libraries in the world, was established at the end of April 1946. Its collection of 8,000 books was first housed in a small room in the office of Directorate of Publications of the Ministry of Education.

On April 1, 1947, it was moved to a five-room building on Mithat Pasa Street. In eight months it was again moved to a new building, originally designed as a social club, on Namik Kemal Street. At this time, the library's collection consisted of 60,000 books. On August 16, 1948, the library was finally opened to the public.

The collection grew and a five floor annex was erected in 1954. At present, both buildings are not only too small to house the 600,000 volume collection of books and periodicals, but are inadequate as functioning library buildings. There are 200 seats in the main reading room and 80 seats in the periodicals reading room. The government of Turkey has recognized this fact and has planned a modern, functional library building to be completed, hopefully, within five years.

The principal function of the Turkish National Library is to collect, to preserve, and to make available for study and research, all materials written in the Turkish language, whether recorded in Arabic script or in Latin.

The library has been able to collect over two-thirds of all Turkish-language materials printed during two hundred years. The year 1729 is recorded as the date of printing in Arabic script; 1928 is the date of the adoption of the Latin alphabet.

Newspaper and magazine coverage has been more comprehensive. Over 90% of all Turkish-language magazines printed in Arabic and Latin have been collected. Since it is a relatively new library in Turkey, the manuscripts collection is not dominant. Attempts have been made, however, to establish a strong microfilm collection of handwritten books in the Turkish language. Books pertaining to Turkey, written in other languages, are also of interest to Turkish scholars. The Turkish National Library has made a special effort to add these materials to its basic collection.[1]

The Library is, theoretically, open to everyone; but its use, in practice, is limited to serious readers, scholars, and university students who are engaged in research. Other students are not encouraged to use the National Library. The Library is open every day from 9 a.m. to 10 p.m., except Wednesday afternoons, and all day Sunday. Users of the Library are required to obtain an identification card in advance. During the month of July, the Library is closed for general cleaning, repairs, and stockkeeping.

Bibliographical activities of the National Library deserve major attention if this library is to function as a true national library and is to offer a nation-wide service. The Bibliographical Institute was established in 1952 with the assistance of UNESCO. Since 1954, the Institute has been operating under the direction of Turkish experts. The Institute has published various bibliographical tools and the Turkish National Bibliography. A full discussion on bibliographies and library science professional tools will be made later.

Mention must be made here of the feasibility of establishing a central cataloging service of the National Library for all books received through copyright depository law. Since the Institute is already engaged in establishing bibliographical citation of all titles published in Turkey, it is possible, and economical as well, to expand this function and produce and print catalog cards for distribution to other libraries in

---

[1] Adnan Otuken, *The Turkish National Library,* a working paper submitted to the CENTO Seminar on Library Development, March 12-17, 1962. 9p.

Turkey. This could be done cooperatively: costs could be shared by the participating libraries, or catalog cards could be made available through sale similar to the U.S. Library of Congress Card Division scheme. (P.72,p.4;P.77,p.1)

The program could then be expanded to all books received at the Turkish National Library. The cards could even be sold internationally, with particular attention to those countries with Turkish Library holdings, such as Iran and Pakistan. If the centralized cataloging scheme were established, efficiency and uniformity could be achieved as well as economy.

Because of the shortage of professional catalogers in Turkish libraries, the state of cataloging has greatly curtailed library use. If cataloging, however, were done centrally at the National Turkish Library, the use made of the library's collections would increase in all libraries in Turkey.

Printing catalog cards and bibligraphies requires a special typesetting machine. The Turkish National Library should have its own small printing press. The need for printing facilities, as well as modern equipment for reproduction, microfilming, binding, and conservation of rare materials, has been expressed by the National librarian.

Unique to the Turkish National Library, is its additional administration of a school library and two children's libraries; the Andara Namik Kemal School Library, the Bahcelievler and Demirlibahce, respectively. There are also two lending services in the Namik Kemal and Yenidogan districts.[1]

The two major problems of the Turkish National Library, as expressed by the Turkish officials, are as follows: the insufficient number of trained library personnel, and the lack of suitable buildings and equipment. A recommendation to ameliorate these deficiencies is included under the "Library Recommendations" of this report. (P.72,p.2)

THE TURKISH NATIONAL BIBLIOGRAPHY

The Turkish National Bibliography, a publication of the Bibliographical Institute attached to the National Library, appears quarterly. It is a classified listing of all publications received through the copyright depository law. All listed items, books, official publications, maps, plans, etc., are classified in broad categories of the Dewey Decimal classification, and within each category they are classified alphabetically according to the author's name. Equipped with an author index and a title index, this publication is an important contribution to Turkish librarianship and book promotion. The success of the Turkish National Bibliography has been handicapped by the slow method of its printing.

---

[1] Adnar Otuken,*The Turkish National Library*, p.7

According to its director, the printing is done on a contract basis by an outside printer, who is not, apparently, fully skilled to handle the careful typesetting required for a bibliography of this nature. A great amount of time is therefore spent proofreading and correcting mistakes. The result is that it takes one to two years before a publication is listed in the National Bibliography. Turkish officials believe that the delay could be overcome if the printing were done at the National Library under the supervision of the bibliographers. A small printing press would greatly improve the printing of the national bibliography, other bibliographies, and card catalogs. (See recommendation under the Turkish National Library.)

The Bibliographical Institute also publishes, regularly, *Turkiye Makalelbr Bibliyografyasi,* a bibliography of articles which have appeared in Turkish periodicals. It lists articles, similar to the Turkish National Bibliography, according to the broad categories of the *Dewey Decimal Classification.* Also included at the end of each issue is an alphabetical index by author only.

Another publication of the Bibliographical Institute is *Turkiye Kutuphaneleri Rehebri,* a directory of libraries which lists approximately three hundred institutions in the country, and is equipped with an alphabetical index. This guide was first published in 1957, and at present needs revision because of the many changes in the library conditions in Turkey.

BASIC LIBRARY SCIENCE PROFESSIONAL TOOLS

Adequate organization of library materials for use depends not only upon well-trained professional librarians, but also upon the availability of basic professional tools. (P.14,p.2;P.72,p.3)

The fifteenth edition of *Dewey Decimal Classification* has been translated and adapted for Turkish libraries. Dewey numbers assigned to United States in certain subject areas, such as History, Literature, Language have been adapted for Turkey by inserting the initial "t" at the beginning of the classification notations. This work was started in 1957 and was completed in 1962.

The relative index to *Dewey Decimal Classification* , however, is not available in Turkish. The professional librarians in Turkey, realize the present necessity for revision of the available Turkish version of *Dewey Decimal Classification,* or the translation and adaptation of a later edition provided with a relative index.

The Turkish Library Association has published rules for descriptive cataloging. The first edition appeared in 1954, and the second in 1957. According to Turkish librarians, this work also needs careful revision.

It is used by many libraries although not by all. A simplified cataloging rule, compiled by the former director of libraries of the Ministry of Education, was published in 1962. This publication, however, was not available for examination; apparently, some small libraries were using it.

As soon as the adoption of the family name by each person in Turkey became compulsory by law in the 1930's, bibliographical treatment of Turkish literature became relatively simple. Prior to this date, the handling of published and unpublished works was indeed very difficult. People used to adopt a dozen elements in their names: honorary titles, nicknames, pen names, names of ancestors, native city, or the sect of religion to which they belonged.

Certain codes of rules for cataloging Persian and Arabic materials have already been prepared. The translation of these works into Turkish may prove useful, since the treatment of Turkish, Persian and Arabic names prior to the adoption of the family name is similar.

If library materials are to be made readily available, a code of rules for filing is much needed. Inconsistent filing methods not only discourage serious readers, but also hinder the research scholars in their efforts. The General Director of Libraries, Ministry of Education, stated that he himself was personally interested in this undertaking.

As yet, no standard subject heading list exists in Turkish. There is a great need for the development of such a list. Such a list is to be developed by practicing librarians, with the cooperation of Turkish subject specialists. A mere translation of *Sears' List of Subject Headings or Subject Headings Used in the Dictionary of the Library of Congress* is not an answer. The list must be developed in Turkish for Turkish literature.

Public libraries are handicapped in their circulation function by the lack of an adequate charging system. A manual of the simple charging system is also needed.

In the development of professional tools much depends upon the availability of necessary funds for required research, teamwork and publications. Individual efforts have been made by certain devoted Turkish librarians toward the development of certain professional tools. Their individual efforts, however, cannot fully answer the urgent need of the profession. (P.72,p.3)

UNIVERSITY LIBRARIES

General:

As has also been indicated in the report of the UNESCO library expert in 1961, and in the report prepared by the Wolf Management for AID in 1964, the condition of the university library services warrants much improvement. Efficient library services are not offered in the support of the teaching and research functions of the universities in Turkey. In fact, universities will never be able to conduct research unless resource materials are made available.

Generally speaking, universities do not lack so much the library resources as they lack the professionally trained librarians to process these resources and to offer modern library services.

To spend more money in collection building when trained librarians are lacking is, indeed, a waste. Except for the Middle East Technical University Library in Ankara, Atatürk University in Erzerum, and the Haccetepe Medical Center, all of which are new, complete reorganization of the library system is necessary.

In this part of the world the older and more conservative university, the harder it is to make the change from the old fashioned concept of "library for preservation of materials," to a modern and active service agency, well equipped to serve students and faculty.

Another major problem is that practicing librarians in older universities lack understanding of the specific function of university libraries and the role they should play in academic institutions of higher learning. University libraries have become just "general" libraries with no specific relation to the curriculum, teaching or research of the university. Collections are built on haphazard and accidental bases; and major portions are obtained by donation and exchange.

In this part of the world, a centralized university library system is often confused with a central library added to the existing faculty libraries, department and seminar libraries. The mere addition of a central library does not solve the problem but aggravates it. A central library's collection is often a duplication of books and periodicals already maintained in other faculty libraries; thus it does not add to the total collection and sources, but only adds to the cost.

The centralized university library system, however, results in central book ordering and central cataloging. These create uniformity and better service, reduce costs and allow for creation of the union catalog and complete bibliographical control over the total library resources.

Generally speaking, the existing university library buildings in older institutions are not suitable for the required library services. New buildings are planned.

For library cooperation and inter-library loans much depends on general and specialized union catalogs. For instance, a union catalog in the field of medical sciences is much needed. The Haccetepe Medical Center in Ankara and the Library of the Faculty of Medicine of the University of Istanbul could well begin to print a mutual list of their holdings; and then other medical libraries in the country could be invited to send a list of their library holdings.

Development of subject heading lists in Turkish for specialized fields, such as medical sciences, could greatly improve the existing medical services in the country. The leading medical libraries are at the moment individually translating the headings given in the subject heading list used by the United States National Library of Medicine. This mere individual translation is not desirable and is not going to provide the suitable subject approach to medical literature in Turkish. (P. 72,p.5)

Haccetepe Medical Center:

The Haccetepe Medical Center, now a part of the Ankara University, will be separated from that university in order to be developed into another major university in Ankara.

At present, the center consists of such schools as School of Medicine, School of Dentistry, School of Arts and Sciences, School of Rehabilitation and Physiotherapy. The main body of the faculty is hired on a full-time basis. This, however, is not the general practice at Ankara University. Under the able leadership of its president, the Center is developing soundly and quickly.

The library of this institution, modeled on the western concept, is indeed well organized, and its collection is made readily available to both student body and faculty. Its librarian is a bright and ambitious enthusiastic young man who received his training and working experience in the United States.

The total budget of the entire institution is approximately 30,000,000 Turkish *lira*, less than 2% of which is allocated to its library. The library budget, although relatively high among Turkish institutions of higher education, is, however, still low if the library is to fulfill its variety of service functions.

The library has a collection of 30,000 volumes. Its reference collection in the field of medical and related sciences is especially weak and requires immediate attention. (P.72,p.6)

The library materials, purchased mainly from the U.S., are mostly in English. The U.S. Library of Congress and the National Library of Medicine schemes are followed for the organization and cataloging of the collection. The staff consists of seven professional librarians, all graduates of Ankara University Library School, a total of seven semi-professional librarians and clericals. Two more professional librarians will soon be added. Altogether the staff seems stronger in this institution than in many other similar institutions in Turkey. A larger staff with specialized training is needed if the librarians are to cope with the rapid growth of the collection, and the specialized needs of faculty and student body.

In order to meet this need the librarian of the Haccetepe Medical Center has already negotiated with the State University of New York, the Downstate Medical Center in Brooklyn, New York, to establish an exchange of personnel. This means a staff member of the Haccetepe Medical Center will work for one year in the Downstate Medical Center, and that a staff member from the Downstate Medical Center will work for the same period at the Haccetepe Medical Center Library. Each will receive the salary of the other. (P.72,p.7)

The difficulty in carrying out such an exchange and others similar to it, is the difference in salary.

Middle East Technical University Library:

Middle East Technical University, founded in 1956, consists of six faculties, most of which have many departments. These are Arts and Sciences, Administrative Sciences, Architecture and Environmental Planning, Engineering, Land Utilization, and an English Preparatory School.

The language of instruction in this institution is English. According to figures given in the Five-Year Development Plan, 1965-70, the projected student enrollments, including preparatory, undergraduate, and graduate, and staff are as follows:

Year	Student Enrollment	Academic Staff
1965	3,675	507
1966	4,543	608
1967	5,340	698
1968	6,171	792
1969	7,083	855
1970	7,856	913

The president of the university estimated that in ten years the student enrollment would reach 12,000. Ninety percent of the student body is Turkish. The remaining ten percent is foreign. Twenty percent of the total faculty and staff is "visiting" staff.

The library of this institution has received UNESCO assistance in the form of personnel and books. The president of the university, an energetic, imaginative and able Turkish leader in higher education, is very interested in the development of resources and services of the library. He is well aware of the inadequacy of the 60,000 volume collection which must cope with the needs of over 4,500 students and 600 faculty and staff. He is trying to develop a collection of 250,000 minimum.

The library is patterned after western university libraries; it is well organized, well run, and is used by students and faculty. The 60,000 volume collection, which includes periodicals, is, however, not really able to meet the need in support of teaching and research. According to the American Library Association college library standards, for up to 600 students, 50,000 volumes are needed; for every additional 200 students, 10,000 volumes are needed.*

---

* *ALA Standards for College Libraries*

The total library budget consists of two parts: 600,000 Turkish *lira*, 2% of the total university budget of 31,000,000 Turkish *lira*, and 600,000 Turkish *lira* from outside sources. Since the university has presently engaged its financial resources in the construction of many buildings, there is little chance for an immediate increase in the library's acquisition budget. (P.72,p.8)

If the library is to serve properly the projected 7,852 student enrollment and 913 faculty and staff, and should the university reach its goal of 250,000 volumes by 1970, there would still be a shortage of volumes.

For the first time, the chief librarian is Turkish. Previously, the library was run by UNESCO experts: two from the U.S. and one from India. Other UNESCO experts, such as library building experts, have served the institution on a short-term basis. Presently both the chief librarian and her associate are Turkish women educated in the United States. They are graduates of the universities of Illinois and Rutgers, respectively.

Including the chief librarian and her associate, the total number of professional staff in this library is 11; three have their Masters in Library Science from abroad, and eight have diplomas in Library Science from Ankara University Library School. Three more are going abroad this year. One has already begun her library education at the Graduate School of Library and Information Sciences of the University of Pittsburgh.

Istanbul University Libraries:

The library services of Istanbul University, relatively an old institution, present many problems. In this part of the world, the older the institution the more difficult it is to make the necessary shift from an inactive, traditional library, with the concept of "books for preservation," to an active, progressive, modern library service with the concept of "books for use."

The libraries of the university consist of one central library with a collection of 500,000 volumes, and many individual faculty libraries within which are many individual departments and seminar libraries. Thus, the university library consists of a large number of small, individual libraries with insufficient collections available for use, and a central library with a considerably larger collection not used at all by the main student body.

The Central Library: The Central Library is located in an unsuitable old building, with insufficient space to house the 500,000 volume collection. Although, the book budget of this library is ridiculously small, 20,000 Turkish *lira*, it is understandable in light of the present use made of the collection. Since the library is a copyright legal depository receiving many gifts, its growth is inevitable.

The president of the university stated that a new building is planned, and hopefully, will be completed in five years. Although such a building will be useful and helpful, the problem of library services for the university will not by any means be solved. The entire concept and present library system require drastic change.

The Central Library of the university is used only by 10-50 readers a day, and these are only faculty, scholars, and certain doctoral students; it is closed to the main student body of the university. Shockingly, the library has a very small reading room with seating facilities for only 24 persons. Thus, this major and important collection can be used by only 24 persons at any given time. The library is opened but 6 1/2 hours a day: from 9 - 12 in the mornings and from 1:30 - 5:00 in the afternoons. At the time of the visit in July, summer vacation, no librarian was available and no one was using the library. Two persons offered valuable assistance; one was a very knowledgeable and experienced library doorman who knew the complete history and present situation of the library, the other was the associate librarian of the medical library.

Anyone visiting this library and its rich collection would get the impression that the essential role of academic libraries in the support of teaching and research of the university is not yet fully understood.

The job of preservation must be left to the national library of a nation; a university library collection of half a million volumes must definitely be used by more than 50 persons a day.

In the stack area, located near the Faculty of Medicine Library, books were piled on top of each other, full of dust, untouched, unused, and often imprisoned in wooden boxes. While this rich collection was kept out of the reach of students, the library of the Faculty of Letters, serving a student body of 8,000, had only 16,000-20,000 volumes. Most of these were donated by a wealthy and generous Turkish lawyer living in Paris. The collection, mostly in French, is predominantly in the lawyer's area of interest rather than in diversified areas relevant to the existing curriculum of the Faculty of Letters.

There were adequate seating facilities and many students were using the collection; but students were denied the wealth of material, most of which would be of great use to those students engaged in the studies within the Humanities.

Discussing the problem of the use of the rich collection in the Central Library with the president of the university, it was suggested that at least the material received through the copyright depository law be distributed to various faculty libraries, each library receiving materials relevant to its subject of study, i.e., medical literature to the Faculty of Medicine Library, engineering literature to the School of Engineering Library, leaving the job of preservation to the national and provincial libraries. Strangely within five minutes walking distance of the University's Central Library is the Beyazit Devlat Library; it is also a copyright legal depository and is responsible for the preservation of all materials published in the country. In fact, students use this library more than their own Central Library.

Also worth mentioning here is the existence of small, 30,000 volume collections, called "seminar libraries." There are several of these in the Faculty of Letters. Unless these collections are assembled together, cataloged properly, and shared and used by all, no one in this university can ever receive proper library service. Even the 16,000-20,000 volume collection in the Faculty of Letters is arranged on the shelves according to the departments within the faculty, rather than by the subject content. This means that the Faculty of Letters Library is made up of quite a few isolated, independent little libraries, though all are housed in one room. The mere housing of books in one room is no help to study and research. All parts of the library collection are to be integrated, and ultimately, one rich collection is to be developed. Thus, related materials will be organized so that the card catalog is representative of the books on the shelves.

The total library staff of the Central Library is 29; this figure includes the chief librarian and eight maintenance personnel. If this library is ever going to be totally utilized, many more personnel, particularly professionally trained librarians, must be employed to make 500,000 volumes readily available.

Discussing the problem of trained personnel at the university and its relation to efficient library service, the president agreed that a plan must be developed whereby each year, up until the time that the new library building is completed, one librarian from each faculty or department be sent for six months to the United States for special training at a university with particular interest in Turkish librarianship.

The International Librarianship program of the State University of New York at Oyster Bay may be one of the possibilities for offering short specially designed courses for Turkish librarians which do not involve granting degrees. Most practicing Turkish librarians do not have the college degree which is the prerequisite for all graduate library schools in the United States. (P.75,p.2)

While the practicing librarians are being trained, both in Turkey and abroad, and the new library building is being constructed, a study should be made of the entire university organization, especially its requirements for library resources and services. (P.73,p.1)

The Faculty of Medicine Library of the University of Istanbul: The Faculty of Medicine Library, thanks to the constant efforts of its associate librarian, is developing very rapidly. The new materials are being cataloged according to American Library Association rules for descriptive cataloging. Classification schemes and subject heading lists of the United States National Library of Medicine are being used for the subject analysis of the library's material.

Books are shelved according to the National Library of Medicine classification. At the time of the visit, 1,500 books were treated in this fashion. The remaining body of the collection, amounting to 18,500 volumes, still remains to be classified. They are now shelved according to their accession numbers rather than according to their subject content.

The catalog cards previously prepared for this collection are to be changed, not only because of their inadequacy in content, but also because of their oversized format. The standard size was not used by the former librarian; hence the inter-filing of these cards with new standard cards is not possible. (P.73,p.2)

At present, stacks are not open to students; but until books are classified on the shelves, student access to the shelves would serve no purpose.

The library is rather strong in its periodical literature. Half of its total collection is bound periodicals. Current subscription to periodicals includes 500 titles, and an additional 200 periodicals are received regularly through gift and exchange. While visiting this library, it was observed that the most recent issues of periodicals of major importance in the field of medicine were being processed for student use.

This library is well used by students; there are 800 seats available in various study and reading rooms for a student body of 1,200. This is a large percentage when compared to the 500,000 volume Central Library, having seating facilities for 24, when theoretically it is supposed to serve the entire university system.

The 20,000 volume collection includes 3,500 copies of 1,500 textbooks in medical sciences. These textbooks may be borrowed by students for one day, from 7 a.m. to 10 p.m. The student may read his textbook in a reading room or when the weather is fine, he may take it outside to the lovely gardens and parks on the campus. It is not uncommon in this part of the world to see students reading and studying on the campus. The use of campus parks for such purposes is quite popular for

two reasons: first, because reading rooms are not terribly comfortable; second, because study for an examination often entails mere memorization of one book, rather than studying various books at the same time. Courses very seldom require a research paper.

Discussing with librarians the problem of textbook collection, the need for different books and many more copies of each book was expressed. (P.73p.3)

The young and energetic associate librarian of the Faculty of Medicine Library has taken courses in the United States as well as in France. Although she has taken courses in medical literature and indexing at Columbia University in New York, and certain documentation courses in Paris, she needs more practical training, i.e., formal courses in medical librarianship.

Preliminary negotiations are underway between the U.S. National Library of Medicine in Bethesda, Maryland, and the Istanbul Faculty of Medicine Library to accept the latter library as a regional center for Medical Literature Analysis and Retrieval System (MEDLARS). Although the Faculty of Medicine Library and the United States National Library of Medicine may not be ready at present for the creation of such a regional center in the Middle East, a specific recommendation covering this need is made in Chapter III of this report.* (P.73,p.4)

The library staff consists of eight, only one of which, the associate librarian, is a professionally trained librarian. A highly specialized library of this nature cannot function efficiently with half a dozen unprofessional librarians. More qualified personnel are needed. (P.73,p.5)

The total budget of the Faculty of Medicine is 35 million Turkish *lira*. The library's book budget for this year is 200,000 Turkish *lira*. This budget will be increased to 250,000 Turkish *lira* in 1967.

PRIMARY AND SECONDARY SCHOOL LIBRARIES

Statistics are not available on Turkish school libraries. It is clear, however, as verified in the 1965 Wolf Report, that there are relatively few libraries in the elementary schools. Visits by members of the Wolf team to *ortas* and *lises* revealed that secondary school libraries usually consisted of several locked bookcases containing a miscellaneous collection of Turkish and foreign language books, many of them quite old. Practically no budgets are available for the purchase of other than Ministry of Education published books. There are no trained librarians -- a teacher is assigned that duty and is "the keeper of the keys." (P.75,p.5)

---

* The United States National Library of Medicine is now considering two European countries as the sites for regional centers.

The school libraries are not an integral part of the educational process. The Ministry of Education is apparently aware of the primitive state of school libraries and has taken a few tentative steps to introduce basic libraries in some of the isolated village elementary schools. Also a number of the experimental schools boast good libraries. But library budget allocations are minimal and adequate libraries are few. (P.76,p.6)

EDUCATION FOR LIBRARIANSHIP

The improvement of library services in Turkey depends, basically, upon the development of education for librarianship. Large sums of money for collection building are wasted when entrusted to librarians with no professional training.

While Turkish libraries are relatively rich in book resources, they are terribly poor in qualified personnel. According to an associate professor at the Ankara University Library School, the minimum professional personnel requirement of Turkish libraries today is 3,000. In 1960, a committee studied the future needs of the country and stated that by 1970, 10,000 trained librarians would be needed. Sinces its foundation, the library school at Ankara University has graduated only 200 librarians. A few others had taken certain courses prior to the establishment of this school. Twenty-four librarians were educated overseas; eleven of them have received Master of Library Science degrees, mainly from the United States, and thirteen have taken only certain courses.

At the Ankara University Library School, twelve library students passed the final examination and graduated in 1965. Thirty-two were scheduled to take the examination; apparently, some were absent and some failed.

The newly established library school at the University of Istanbul may, in two years, add just a few to the number of professional librarians. Details of the latter university will be given later.

From the foregoing, it is obvious that the present library training programs, if expanded and developed at the present rate, will not meet the needs of Turkey by 1970 -- or ever.

The quality of training is also inadequate. There is a definite need for expansion of the present undergraduate programs, and the development of a graduate program sophisticated enough to train leaders and library science teachers.

One basic problem is the low salary level of library instructors at Ankara University. The overseas-educated librarian is not attracted to teaching at Ankara University. In fact, librarians who have been sent to the United States on Ford Foundation fellowships for the purpose of becoming library science instructors upon their return, are not engaged in teaching. The present salary scale at the University of Ankara is as follows:

Assistant Professor	$ 72.00 a month
Assistant Professor with Ph.D.	$106.00 a month
Associate Professor (must have Ph.D.)	$117.00 a month
Full Professor (none at this time)	$160.00 a month

The university authorities should pay immediate attention to this problem, or outside money must be found.

The University of Ankara Library School:

The University of Ankara Library School was founded in 1954. This institution was financially supported by the Ford Foundation for seven years, and was professionally supported by the American Library Association and USIS for the same length of time.

According to the Library School Chairman, the American financial contribution amounted to approximately $300,000. Many distinguished American library science educators have worked in Turkey; for years they actually directed the program and taught courses. This is indeed a good example of a successful American-aided program.

From 1954 to 1960, the school was named the Institute of Librarianship, and did not enjoy the full status of a department within the Faculty of Letters. In 1960, however, a Library Science Chair was established, and the Institute became an integral part of the Faculty of Letters. The Ford Foundation's financial support was discontinued in 1961, after the initial five-year grant and the two-year extension. Since 1961, it has been totally financed and administered by the University of Ankara. Its full-time faculty consists of four, one of whom is currently engaged in military service.

Since this is an undergraduate program, the student who enrolled in 1954 graduated in 1958. To date 200 librarians have completed their library education.

The academic year is divided in the following way: two semesters of three months each, with one month in each semester set aside for examinations, and another month after summer vacation is devoted for make-up examinations for those who failed the first time. Library science courses are concentrated in the last two years. The first two years are devoted to courses in other subjects.

The school has also awarded two doctoral degrees to two members of its faculty. The doctoral degree is conferred upon completion of a dissertation; no course work is required.

When the Ford Foundation discontinued its grant, no substantial professional support was offered by the American Library Association. The school did not progress at a rapid rate, and its collection-building program in library science areas suffered greatly.

Part of the Ford grant was devoted to the building of a collection in library science; but since 1961, practically nothing has been added to this collection with the result that for the past five years the school's instruction has definitely been handicapped. Not only students have suffered but the knowledge of teachers has remained static since 1961. However, mention should be made here that the Ford Foundation did continue subscription to periodicals.

At present, the total number of books and bound periodicals is only 2,000. In this part of the world, where the few overseas-educated men are forced to operate in isolation, up-to-date literature becomes vital. The lack of it damages both the student and the teacher. (P.73,p.6)

The progress of an educational institution of this nature, when established in a developing nation, is often assured through the establishment of an affiliation with a sister institution in a developed nation. For instance, if an affiliation had existed between Ankara University Library School and an accredited library school in the United States, interested and strong in the international aspects of librarianship, surely the collection of this library school would not have been neglected. Somehow, a small sum would have been found and the library would have been helped.

The morale of the faculty was not found to be at all what it should have been. Among the factors affecting morale are the constantly increasing student enrollment, contrasted with a static number of faculty, low salaries and a library without current publications.

Although it is advisable not to let an institution depend on foreign aid indefinitely, it is equally important to find the most appropriate time to discontinue such assistance. It appears that the Ankara University Library School is still in need of assistance, particularly professional aid. (P.73,p.7)

Istanbul University Library School:

This is a one-man library school established in 1964. There are 25 full-time students in the first class, and the same number in the second. The first class will graduate in the academic year of 1967-68. Thirty students were expected to enroll in 1966. There are also forty part-time students whose goal is to receive a diploma at the end of the second year.

The total faculty consists of one. He is a German library educator and scholar who serves as chairman of the department as well as the entire teaching faculty. Unfortunately, he will reach the age of retirement in two years. He has, however, two assistants, one of whom is a graduate of the German Department and functions as interpreter-translator for lectures given in German.

The school is also engaged in offering a doctoral degree in Library Science. There are already two candidates for this degree. This degree can be awarded to students coming to Library School from other disciplines provided they take a year's course in library science, a few seminars, and submit a dissertation. Students with a library degree are only required to submit a dissertation and possibly to take a few special seminars. The total courses offered at present amount to 14 hours; these are taught by the one-man faculty.

One or two lectures are given by visiting librarians. Only one doctoral seminar is planned for next year.

The collection supporting the teaching program of the library school, which is now offering both a four-year degree program and a so-called doctoral program, consists of a handful of books now shelved in the chairman's office.

The annual book budget is approximately $300. There is subscription to only five library journals from the United States. From the foregoing, one could hardly say that the University of Istanbul has a full-fledged library school. If the hardworking and able chairman of the department becomes ill, the library school must close its doors. A beginning has been made, and the Istanbul University authorities should now pay immediate attention to its progress if the program is to be maintained. Under the present conditions, the school would not last long. (P.74,p.1)

The Need for a New Library School at the Graduate Level:

It is apparent from the foregoing, that the present library training programs are not going to meet the needs of Turkey either in quantity or quality.

A graduate library program is needed and wanted by Turkish librarians in order to train leaders, library science teachers and librarians to fill key positions, particularly in the public library field.

Two institutions in Ankara have already expressed their interest in the establishment of such a library school on a graduate level. The academic council of the Haccetepe Medical Center, which is on its way to becoming a full-fledged university, has already approved the plans for the school. At the same time, the president of the Middle East Technical University, has expressed a strong interest. The question is which of the two institutions is more interested, more suitable, and better equipped for such an undertaking. A third possibility, which at first look may seem to be more worthy of consideration, is the existing Ankara University Library School. Why could not this school be developed into a graduate school or a graduate program be added to it?

The decision in favor of any one of these institutions can only be made after a careful study is conducted of each of these institutions, their organization, administration, objectives, resources, their growth and direction, their educational systems, existing learning resources or possibility of their rapid development, their language of instruction, etc. (P.74,p.3)

The one week's visit in Turkey did not permit a careful consideration of all of these factors. But certainly the following points should be taken into consideration:

1. The salary of the faculty of the University of Ankara Library School is indeed very low and does not attract the Turkish U.S.-educated librarians.

2. Of 11 overseas-educated librarians, 2 of which are still outside the country, only 2 are teaching in this school; and most of these librarians were sent abroad with the intention of enriching the faculty of this school.

3. Since the Ford Foundation has discontinued its grant, Ankara University officials have paid little attention to the further development and growth of the library school. In evidence of this is the lack of necessary university funds for collection building in library science during the past six years. The library of the Library School has added practically nothing to its collection since 1961.

4. The Haccetepe Medical Center claims that it can pay more to its library science faculty because the center enjoys special grants from foundations, and hence more foreign-educated librarians are attracted to teaching there.

5. The chief librarian of the Medical Center is a capable, dynamic leader in the modern library movement. His library, eventually to be used as a laboratory of practical training, is well organized under current and western lines.

6. The language of instruction in the Middle East Technical University is English. Therefore, the wealth of library science literature in English can be utilized; hence, more quality is brought into teaching and research. Since the language of instruction in the other two existing library schools is Turkish, the fact that this additional library school uses English as the medium of instruction does not harm the development of library science literature in Turkish. This can still be produced by the other two schools.

7. Since English is the language of instruction at the Middle East Technical University, its library school could well be developed on a regional basis. Iranian and Turkish librarians, and also librarians from other countries of the Middle East could easily benefit from it. Ten percent of the present student body at the Middle East Technical University are from the neighboring countries.

8. The library of the Middle East Technical University is also well organized and can be used as a laboratory for practical training.

9. Salaries of the faculty at the Middle East Technical University are also somewhat higher.

The above are only a few points which should be taken into consideration when a final decision is made in favor of any of the institutions mentioned above. (P.74,p.2)

PUBLIC AND CHILDREN"S LIBRARIES

The Public and Children's Library Services are basically supported by the central government, with some support from municipalities. The office of the General-Director of Libraries, Ministry of Education, is responsible for the development of these libraries.

In a very recent statistical compilation made by that office, 207 public libraries and 167 children's libraries are listed. The statistics are not yet final and are not in published form. Only a limited number of the public libraries are offering lending services. The rest are just general libraries for public use on library premises.

In 1965, the total number of registered adult borrowers in all of these 207 libraries was 67,904. The corresponding number in all of the 167 children's libraries was 76,907. Hence, a total of 144,811 adults and children are borrowing books from the 374 "so-called" public and children's libraries. Considering the 31,391,210[1] population of Turkey and the 17,792,000[2] of its literate population, the figure 144,811 is relatively small.

In 1965, the total number of books and periodicals in the public and general libraries is recorded as 1,891,175. The corresponding figure for 1964 was 1,277,056[3] . This includes the main book stocks of general libraries which are not for lending purposes. The lending collections are kept, administered and often housed separately.

---

[1] *United Nations Statistical Yearbook 1965,* (New York: 1966)
[2] *Statistics of Illiteracy,* (Paris: 6 August 1965) page 104
[3] Incomplete Manuscript of Statistics of Public Library, Ministry of Education (1964-65)

The library shelves are closed to the public. The catalogs of libraries are far from being an efficient key to library holdings. Books are usually shelved according to their accession number, yet the "so-called" classified catalog, based on UDC or Dewey, is nevertheless maintained. Therefore, every catalog card and every book carries two sets of numbers. (P.75,p.6;P.76,p.4;P.76,p.5;P.76,p

The key problem in public and children's library services in Turkey is the lack of professionally trained librarians to organize the library resources properly. Of the total 474 public librarians in 1965, only 7 held professional library degrees; not a single children's librarian out of the 156 in 1964-65 had a library degree. However, at one time, 105 of these librarians participated in a one-month library course. The large majority of these librarians are high school and junior high school graduates. The rest have had some sort of vocational training. (P.75,p.1)

The salary of the public librarians is paid by the government and is extremely low: $50-$80 per month. Consequently, graduates of the Ankara University Library School are not attracted to public library work. The total budget of public libraries in 1965 amounted to 3,235,435 Turkish *lira*, 56,422 of which was paid by the city council, the rest by the central government. The corresponding figure for 1964 was 2,875,391 Turkish *lira*. Considering the fact that approximately 72 percent of the population is scattered in some 40,000 villages, each with an average population of 500, public access to the resources of the existing 207 "so-called" public libraries, with very limited borrowing privileges, is not at all satisfactory. (P.75,p.3)

The five existing bookmobile systems seem greatly inadequate for bringing reading materials to the public. The expansion of bookmobile services should therefore be given very special attention. (P.76,p.2)

The improvement of the public library services in Turkey requires careful planning, establishment of a few more libraries, the addition of books to the existing disorganized and little used collections, or even expanding the five bookmobile services to six or seven are not answers to the range of problems facing Turkey. (P.74,p.4)

In order to illustrate some of the points mentioned in this section, the library conditions of the Ankara Public Library, Istanbul Public Library, and two general libraries, namely, Istanbul Bayezit Devlet Library, Istanbul Suleymaniye Library and Namik Kemal Children's Library are further discussed below.

Ankara Il-Halk Library:

The main public library of Ankara is located in Ulus. Its building appeared to be suitable for anything but a library. A room on the street floor was used as a reading room; the rest of the library, i.e., bookshelves, offices of the librarian, were located in the basement. Here, some 97,000 books were piled one on top of the other, on the floor as well as on the shelves.

Since this is a copyright depository library, it automatically receives all books published in Turkey; unfortunately, it is not able to put them into full use.

The main library does not lend books; the lending collection is located elsewhere. Reading is to be done on the premises of the library. Shelving areas are closed to readers. There were at the time of the visit, approximately half a dozen readers in the small reading room. Books were arranged on the shelves according to their accession numbers. According to the library, the library has nine branches, four of which are children's libraries. The staff members of the library are not professionally trained.

Istanbul Millat Il-Halk Library:

The main library has 8,000 Turkish books in the Latin alphabet and 15,000 books in Turkish, Arabic and Persian in Arabic script. These books were not for learning purposes. A separate collection consisting of 3,000 volumes, 1,500 fiction and 1,500 non-fiction, was housed in a separate room which looked like a greenhouse and was indeed very hot and uncomfortable. A few minutes in that room is all that one can bear in the summer! However, in the winter, according to the librarian in charge of the collection, it is terribly cold.

Fifty to sixty books a day are borrowed in the summer; and eighty to ninety are borrowed in other seasons. The reading room had sixty-five chairs; very few readers were using this room at the time of the visit.

The library has a classified catalog according to Dewey classification, an author catalog and a title catalog. According to the librarian, the library has eleven branches, two of which are children's libraries.

Istanbul Bayezit Devlet Library:

The building housing this library was built in the 15th century. It was, apparently, a hotel or dormitory attached to the Bayezit Mosque, for the use of students and scholars. Since 1881, it has been used as a library. According to the statistics of the Ministry of Education, the library has 169,887 books and periodicals, 21,000 of which are handwritten manuscripts. The library is also a copyright depository and it does not lend books. All reading must be done on library premises. Since it is near the University of Istanbul, the students are using this library more than they use their own central university library. It is recorded that they serve 300 readers a day.

The reading room has 186 chairs. Not a single staff member of this library has a professional library degree. It is a pity that the wealth of resources in this library is not more readily available to the public, and that no lending service is offered.

Istanbul Suleimaniye Library:

This is perhaps the finest manuscript library in the entire Middle East. It has 50,000 volumes of handwritten manuscripts and 30,000 old printed books in Turkish, Persian and Arabic. The entire library consists of 85 separate collections. It has complete microfilm equipment and its manuscript collection on microfilm consists of 1,500. Mention is to be made here of the library's unique service for restoration of manuscripts. An Oriental Manuscript Pathology Institute, modeled after the Book Pathology Institute in Rome, has been established for this purpose. Trained and skilled artists are engaged in the Institute to repair and restore manuscripts. This Institute could well serve as the center for in-service training for the CENTO region and the Middle East for those interested in rare book and manuscript preservation. The library has no lending service.

Namik Kemal Children's Library:

Formerly this library was administered by the National Library, but recently its administration was transferred to the office of the General Director of Libraries at the Ministry of Education. The library is located in the Namik Kemal Secondary School near the National Library building. The school's collection contains 3,782 books including books not necessarily suitable for children but perhaps useful for teachers.

The furniture was very old and unattractive. There was one child in the reading room, turning the pages of a French comic book, looking at each picture with great attention and enthusiasm. The child said that he could not read French but that he enjoyed the pictures tremendously.

According to the librarian, this library was used mostly by the students of the Namik Kemal Secondary School. The books were not cataloged but were listed in an accessions book. The librarian was very pleasant, but not professionally trained. This library needs new furniture and shelving if it is to attract children.

CHAPTER III

BOOK PROGRAM RECOMMENDATIONS

General Recommendations

This section contains a revision of the recommendations made by the Wolf Management Team in 1965. Several recommendations have been omitted on the basis of:

A. Recommended action has already been taken,

B. The recommendation is no longer relevant or valid, or

C. The recommendation pertained to libraries, which are now covered more fully in this report as a result of the 1966 CENTO Survey conducted by a team from State University of New York.

DETAILED RECOMMENDATIONS OF THE BOOK SURVEY TEAM (Wolf Management Report)

Recommendation 1: Top-Level Seminar on the Role of Books in the Educational Process*

Most of these recommendations are designed for measurable short- or medium-term impact upon specific problem areas. However, the team's research in Turkey uncovered a basic underlying problem that requires a more general approach: most Turkish officials and businessmen have never been afforded the opportunity of learning how books can play a key role in improving the educational process. Therefore, our initial recommendation in this area concerns a "climate-changing" idea that will have the long-range but vital effect of building the framework of understanding and support that the shorter term specific-problem-oriented recommendations will require if they are to be of maximum benefit. (P.1,p.1)

There is a close relationship between book publishing and the educational system in all countries. Books are in large part an educational tool and publishing really flourishes only where books are intensively used in the educational system. Conversely, the educational system can only reach its highest level of quality and efficiency when it makes use of books and other instructional materials on a large scale.

---

* Since the preparation of the initial Turkish survey report, of which this version is an adaptation, AID's Central Book Fund developed and arranged for the conduct by Franklin Book Programs, Inc. of an orientation seminar, complementary to Recommendation 1, for Ministry of Education officials from a number of countries. The first trial orientation seminar was held in July, 1965 for twenty officials who are responsible for book affairs, including procurement, adoption, production and translation, etc. and for curriculum development.

The pattern of Turkish education at all levels is not built around making maximum use of educational materials. It is not unique in this respect; the dependence on oral instructional methods is typical of many countries at similar stages of economic development.

When reading habits are poor, book "needs are minimal. This is the crux of the problem. Simply by going to school, students do not necessarily gain an education. A true education is one that teaches its students the art of inquiry, the techniques of research, and encourages them to use habitually the tools of knowledge--books--so that when they leave school, their education can continue throughout their lives through wide reading and use of books.

In addition, the present Turkish textbook tends to have a one-dimensional educational purpose: it contains the facts and concepts that the pupil needs to learn to pass his examination. Textbooks can and should be used to solve educational problems as well. For example, textbooks can help solve the problem of teacher training; that is the reason for the development in the U.S. of teachers' editions. Textbooks can help solve the problem of cultural differences; that is the reason that the U.S. has developed books for rural centers and for urban centers. And textbooks can help take care of individual differences among students; that is why the content of books may be at a fairly low level, but the exercises may be graded so that any student in the class can find an exercise at about his level of intellectual attainment.

To demonstrate the vital multi-dimensional role of textbooks, supplementary books and school libraries in U.S. education, we recommend that a seminar be held for Turkish government officials and educators at the policy making level, representatives of the Turkish book industry, and their U.S. counterparts. The seminar might take place in Washington, D.C. and/or New York City.

The seminar would be aimed at opening up to key Turks the whole new world of expanded educational book use - to encourage and inspire them and make them aware of the advantages of modernizing their traditional system.

Participants would be high level policy makers, including representatives from the Ministry and Board of Education, the State Planning Organization, the Ministry of Finance, the Turkish universities, and key private and public sector publishers. U.S. participants might include representatives from AID/Washington (including TCR/EMPS), USAID/Turkey, USIA, the Ford Foundation and private publishers and trade associations. Simultaneous translation arrangements, interpreters and country specialists would make it possible to invite key Turks, whether they speak English or not.

The conference would be explanatory in nature - would cover the role and growth of books in the general educational process of the U.S., with emphasis on problems which the U.S. has faced and is still facing that are pertinent to Turkey. No effort would be made to interest Turkey in specific technical assistance; rather, the entire effort would be directed toward creating an understanding in depth of what has happened and what is now happening in the U.S., and what might be valid and worthwhile for Turkey if it wishes to use some of the experience the U.S. has gained and the materials it has developed.

The agenda might include topics such as:

The textbook and national unification.
The textbook and educational innovation.
The textbook and the knowledge explosion.
The textbook and the culturally deprived.
The textbook and individual differences.
The textbook series and growth.
The textbook and supporting material.
The textbook and programmed learning.
The textbook and learning by discovery. (P.16,p.6)

The logical sponsor for the seminar would seem to be the Education and Manpower Planning Service of AID/Washington's Office of Technical Cooperation and Research. The concept might be developed and elaborated by a subcommittee of the Government Advisory Committee on International Book Programs, which ought to include representatives of the National Science Foundation and other foundations and organizations concerned. The U.S. book industry trade associations would also be expected to participate actively in the formulation of the programs.

Hopefully, the Turkish Educational Book Seminar would simply be the first in a series of top level conferences with a number of developing nations. Out of these seminars, certain regional and international centers might develop to carry on communications, clearing house and training functions on a continuing basis.

Recommendation 2: Preparation of a Prototype Textbook and Accompanying Teachers' Edition

Recommendation 3, below, proposes that a team of skilled textbook publishers conduct a demonstration workshop on the editorial process for Turkish publishers. The recommendation made here covers a preliminary project which would dramatize the advantages of the editorial process and also produce a textbook and teachers' edition that have had the benefit of this kind of editing.

The book survey team analysis of primary school textbook content (see Chapter 8 of Wolf Report) revealed that organization and high concept density tend to impede the learning process. The Report of the Turkish National Commission on Education, published in 1960, discussed the need for improvement of current textbooks and suggested how this might be done:

> "The Ministry of Education should have some good examples of high-quality textbooks translated and published to serve as a guide to teachers and authors."

We propose a variation of this idea, which would involve the re-working of a currently used Turkish textbook.

A textbook publisher, probably from the United States, would spearhead this project, with the active cooperation of the Ministry of Education and the USAID/Education Division.

The Board of Education would first select a title from the current approved list of Ministry-published normal school textbooks (i.e., a geography book). The textbook would then be treated exactly as if it were a new manuscript. A representative of the Board of Education and the author of the selected work would proceed to the U.S. where they would work with an American textbook publisher to re-edit and re-design the manuscript. If it needed to be reorganized for easier assimilation of the facts, it would be reorganized. If the density of concept was too heavy, some concepts would be developed more completely and others would perhaps be eliminated. The vocabulary load would be checked and the author might have to provide examples to support his generalizations, etc. In short, all the contributions a professional editorial staff can make for a book's improvement would be brought to the manuscript.

After completion of the work, the revised version would be published by the Publications Directorate and made available to the normal schools through regular channels. After its worth had been proved, supporting audio-visual materials might be prepared.

The selection of a Ministry-published geography textbook used in the normal schools would be to the advantage of prospective teachers who are going out to use textbooks in the schools. The use of a book that is carefully and thoughtfully edited and skillfully illustrated would add to their pedagogical education by providing a standard by which to judge the possibilities of this important teaching tool.

As a practical step to further insure proper use of the prototype textbooks, and also to show how an effective teachers' edition can be prepared, we also recommend that the U.S. publisher, the representative of the Board of Education and the Turkish author would follow up the prototype textbook with the development of a teachers' edition to accompany it. The edition would outline the method of teaching the material in the textbook, and would also include teaching suggestions printed in the teachers' copy of the same text the students use.

Turkish educators admit that the caliber and training of primary and secondary school teachers are below the required level. Thus the development of well planned and written textbooks and teachers' editions becomes an important step in a campaign to improve teaching competence and help insure effective transmission of syllabus content to students. At the time of the book team's survey, the Board of Education had developed only four teachers' manuals for the primary school curriculum, and it was reported that these were "not good enough."

Recommendation 3. Demonstration Workshop for Textbook Publishers

To clarify the nature of the editorial process for Turkish publishers both private and public, and to motivate them to make use of it, we recommend a workshop that would also include management and marketing procedures.

Its purpose would be to demonstrate, not to train.

The workshop would be attended by members of the Board of Education, the Publications Directorate and by private publishers. It would be conducted by a team of 3-4 skilled textbook publishers from the U.S., who would explain the functions of the editor, the author, the illustrator, the designer, the marketing staff, and the general manager. They would explain how they decide what to publish, how the author is selected, how the manuscript is handled, the role of the editor as supervisor, expeditor and coordinator, etc.

The team of U.S. publishers might remain in Turkey for two to three months, during which time a number of demonstration workshops could be programmed. The project might be sponsored jointly by the Board of Education and the USAID/Education Division.

Recommendation 4: Textbook Editor Consultant-Advisor

After the demonstration workshop team described above had made evident the benefits of the editorial process, it is likely that the Ministry of Education and the private publishers would support longer term, continuing assistance in the following form: (P.5;P.20,p.6)

USAID or a multilateral organization might sponsor a technical assistance project to bring one or more experienced textbook editors to Turkey for one or more years to function as an on-the-spot consultant-advisor to the public and private textbook industries. The number of specialists and the length of their tours of duty would be determined by the degree to which Turkish publishers commit themselves to use the specialists.

The specialist(s) would work closely with the Board of Education and the Publications Directorate, but would also be available for assistance to private textbook publishers. (P.21,p.6)

Recommendation 5: Ease the Workload of the National Board of Education

The Board of Education's function as an instrument of curriculum development and textbook approval is both understandable and logical. In Turkey where there is so much to be done and time is so valuable a commodity, continuing care must be taken to keep the level of school books high.

The book survey team had the benefit of many contacts with members of the Board of Education--a group of alert, dedicated and competent professionals doing a remarkable job in the face of an overwhelming workload. It is this latter condition that causes concern, for it may eventually undermine the quality of school books produced, and equally important, it may prevent the Board of Education from exercising in depth a function of extreme importance--the coordination and sponsorship of research projects in the improvement of teaching and of school books.

It is our impression from personal investigation and discussions with private and public publishing officials and educators that the Board is swamped with new textbooks and supplementary books awaiting approval; that because the Board has insufficient personnel, it must too often work in haste.

The excessive workload results in a performance that is necessarily uneven. In view of the burgeoning Board of Education responsibilities in curriculum revision and in the ever multiplying load of school books and instructional materials, we recommend that steps be taken by the Ministry of Education to prevent the Board from becoming a bottleneck to orderly expansion and improvement.

Such an easing of the Board's present workload would enable it to devote more time and energy to the creative task of developing and testing experimental material which would lead later to better school books, without imposing on the private publisher and on the price of textbooks the huge initial burden of product improvement expenditures.

Recommendation 6: More Rural Orientation of Textbook Content

In spite of the difficulty of bringing primary schools to the widely dispersed villages of Turkey, by 1960 the nation had succeeded to an extent where approximately one-and-three-quarter times as many village children as town children attended school. However, textbooks are generally urban-oriented. We recommend that this bias be overcome. (P.26;p.7;P.32,p.6)

The Report of the Turkish National Education Commission noted that "(Turkish) educational programs are being carried out with a single type of school, without regard to regional conditions and needs or the individual characteristics of the young people who live in them. We are convinced that we should move toward a variety of schools and teaching programs." To this last sentence, the book survey team would add the words, "and textbooks."

Recommendation 7: Increased Use of Audio-Visual Instructional Material

Audio-visual materials are often vital intermediate links in the literacy process. The Turkish educational system makes insufficient use of this material which is so effective in the teaching process. We recommend that the Board of Education work more closely and creatively with the Ministry's Film-Radio-Graphic Center, to make that organization's assistance more useful. (P.30,p.7)

We recommend further that the Board of Education relate the audio-visual material to textbooks and that teachers be directed in the teachers' editions how to put the material into dramatic and resultful use. This audio-visual material should not be complicated; rather it should be simple, inexpensive and easy to make. (See Chapter 8 of Wolf Report for further details.)

Recommendation 8: Intensive Drive to Translate and Adapt Industrial Education Textbooks

Chapter 8 of Wolf Report also notes the current emphasis on industrial education and the current lack of textbooks in this field. This book gap is similar to the one which prevailed in industrial education at its infancy in the U.S. However, as American authors and publishers began to fill the need with textbooks, teachers discovered they could depend on the texts to provide the basic course information, thus permitting the time previously spent by them in lecturing to be devoted to demonstrations and individual assistance to students. Moreover, with textbooks, the students had available handbooks for reference to consult while developing their projects, freeing the teacher still further. (P.28,p.7)

As a result, industrial education textbooks gained widespread acceptance: they increased teachers' efficiency, permitted them to teach larger classes (thus decreasing per pupil cost for instruction), and provided students with handbooks while practicing their trades.

Because the need for Turkish industrial education textbooks is immediate, the book survey team recommends that the Board of Education, the Directorate of Vocational and Technical Training and the Publications Directorate form a team to explore the extent of the gap in the boys' Middle Trade Schools and in the vocational branches of trade institutes, and take steps to alleviate it.

It will require a long-term effort for Turkish authors to research and write the industrial education textbooks needed. Furthermore, while Turkey has a proud national history, literature and language, industrial technology is international in nature; there is no national lathe, no national wood-turning machine. Because industrial technology is international in nature, textbooks in this field lend themselves well to translation and adaptation.

The Ministry team would first inventory for suitability and use titles presently in print or in preparation in Turkey.

Then, with the assistance of an industrial education specialist recruited through a multilateral organization, the Ministry team would visit one of the more developed countries to identify books to be considered for adaptation and translation. The book survey team suggests that the industrial education specialist be an American, and that the country visited by the U.S. The field was pioneered in the U.S., and the selection of books there is more comprehensive than elsewhere.

For the trade schools, the books studied would include the general industrial arts titles used in the U.S. for pre-vocational courses in woodworking, metalworking, general shop and mechanical drawing. For the specialized boys' institutes, it would include titles such as auto mechanics, machine shop, electricity and electronics, and perhaps titles in related mathematics and science.

The Ministry team would select the textbook titles it desired to have adapted and translated. It might select as the ideal translator-author of the Turkish edition an industrial education teacher who combines a technical background with English language ability (several have been associated with the Spring Garden Institute Project). Aid in obtaining translation rights would be obtained from U.S. government sources.

We recommend, furthermore, that the author(s) of the U.S. original work with their Turkish counterparts in adapting the U.S. edition to Turkish needs. With the adaptation complete, the Turkish specialist would find his translation task greatly simplified. Partnership with the author would also be an in-service course in textbook writing and manuscript preparation.

Recommendation 9: Program to Adapt and Translate Pre-vocational and Vocational Textbooks for Girls

The problems and solutions pertinent to industrial education textbooks and teachers' editions for boys apply equally to pre-vocational and vocational courses for girls. Even though these subjects are more difficult to adapt and translate than the former, there is more than enough worthwhile material in the U.S. to make exploration rewarding; and in pre-vocational and vocational instruction, even more than in industrial education, Turkey has the human resources capable of and desiring to do this work. Some worthwhile work has been done in this field at the Girls' Technical Training College of Ankara.

To fill this priority need, we suggest a counterpart program to the one recommended above for industrial education textbooks. The pre-vocational and vocational textbook program for girls would also include (1) an inventory of available Turkish books; (2) a selection of foreign textbooks for examination by a joint team; (3) assistance by U.S. home economics authors; (4) adaptation of the textbooks to fit Turkish educational patterns and culture by the U.S. author and Turkish counterpart; and (5) translation and publication of the books.

Recommendation 10: Preparation of Teachers' Editions for the Translated Technical and Vocational Books

As corollaries to the two preceding recommendations, the book survey team suggests that the Ministry of Education develop a program to teach industrial education books effectively:

1. The Turkish translator-author and the U.S. author of each title might, with the approval of the Board of Education, prepare a teachers' edition of the book containing marginal notes to guide the teacher each step of the way, and including a 32 to 64 page teachers' manual dealing with the way to organize and teach the textbook. This is the type of teachers' aid that the teacher will use daily. (P.26,p.2)

2. Members of the Board of Education and selected industrial education teachers might observe in the U.S. some of the many teachers of industrial education textbooks, and demonstrate these methods at subsequent workshops in Turkey for vocational education

teachers. An alternate procedure would be to send U.S. teacher-trainers to conduct the Turkish workshops.

Recommendation 11: A Commission to Study the Teaching of Basic Reading

The Board of Education has introduced a new curriculum for the first three grades of primary school on an experimental basis in various parts of Turkey. The new curriculum, plus other current curriculum examination and revision that is being carried on by the Board, testified to the spirit of inquiry that characterizes its present activity.

The book survey team held a number of meetings with educators on the subject of instructional materials and the development of the reading skill. From these meetings, we gathered that children learn to read without much difficulty, but that since Turkish is a phonetic language, this does not mean that they actually understand everything they read. Visits to primary schools by members of the team confirmed this impression. We learned further from these meetings that new readers are scheduled to be written in the near future.

Before Turkey embarks on the preparation of a new reading series, it would seem beneficial to take advantage of new developments in the field. As a result of recent discoveries about language and the way pupils learn to read, the teaching of reading in the U.S. is achieving a significant breakthrough. These findings should be of particular interest to the Board of Education and to prospective authors of the new readers, and of general interest to Turkish educators. This recommendation is based on the expectation that the discoveries, if applied to the teaching of the phonetic Turkish language, might prove of significant value.

The Ministry of Education might appoint a commission of linguists, prospective authors of planned new curriculum readers, Board of Education members, and distinguished educators, to study the teaching of reading and recommend a program for its improvement. As part of their assignment, the commission would tour the U.S. and possibly Great Britain to study the experiments now being carried out by specialists at the leading reading centers.

From this comparative study, which must be made in depth, the commission might develop a methodology or methodologies for teaching of reading best suited to the Turkish language and culture. When a consensus is achieved, a new series of readers could then be commissioned. By series, we mean readers carefully graded to provide progression from book to book. The commission might decide to sponsor several different series...each differing from the other according to cultural differences between various segments of the population.

Sponsors for the project might be USAID or a private foundation. We cannot conceive of another program that could be carried out within the current pattern of education that holds such promise.

Recommendation 12: Expediting the Civilian Adult Literacy Primer

We suggest that the Ministry of Village Affairs take immediate action to expedite the preparation, production and distribution of the civilian adult literacy primer. Until the Adult Education Centers use textbooks designed specifically for civilian adults rather than books designed for children or recruits, they will encounter continuing difficulties.

Recommendation 13: Development of Easy-to-read Books for Adults

Chapter 8 of the Wolf Report noted the sharp drop-out during the early school years and the fact that 60% of the students who do complete primary school obtain no further education. Thus, Turkey has many citizens with no better than third, fourth and fifth year reading skills who are capable of reading books that are mature in content but easy to read, and that depict real situations with which they can identify. Few books of this kind are available.

Since this same problem exists on a smaller scale in the U.S. and is the subject of much study, Turkey might find it advantageous for one of its specialists concerned with the problem to study first-hand the efforts being made in the U.S. to cope with it. This might be accomplished under the USAID/Turkey participant training program.

Recommendation 14: Crash English Language Reading Instruction Program to Improve University Level Science and Technology Learning

Turkey's university students lack widespread second language ability, and are thus barred from much of the modern world of science and technology. That Turkey has realized this condition can handicap the achievement of its ambitious development plans can be seen by the development of the foreign language secondary schools, the new National Science *Lise* and METU. But these efforts are not sufficient.

Turkey, in its own self interest, must stress foreign language proficiency more throughout its whole educational system. There must be a massive drive to develop the foreign language reading skill required to keep up-to-date in the natural, social and behavioral sciences and technology. For most of these subjects, the language necessarily is English. This means first that English teachers will have to be trained in sufficient numbers and their present skills upgrades; second, that intensive summer courses in the English language will have to be established for secondary-level students in the then-deserted schools.

Until the student English language skills are developed, a number of the more vitally needed science and technology textbooks should be translated, for that is presently the only way to get the knowledge to the majority of students. Since, as previously noted, few of Turkey's scholars are sufficiently expert both in the various highly specialized fields and in English, they will need the help of specialists. In addition, the small size of the printings of these specialized texts would mitigate against the profitability of the translations. Thus, although this latter program will be of modest dimensions, Turkey will probably need some bilateral or multilateral assistance, including both a monetary subsidy and provisions for technical know-how. Franklin Book Programs might be of assistance in this program.

Turkey might also consider a program aimed at further technical vocabulary enrichment of its language.

Recommendation 15: Development of a Scholarly Publications Digest

We recommend that the Turkish government establish a national agency charged with the responsibility for surveying scholarly publications from all parts of the world, with a view toward selecting those items of value to Turkey; that suitable translation facilities be provided to make such materials available to the Turkish community of scholars; and that the translated materials be published in periodical form and be made available to those persons and institutions where they may be of most value.

The agency best able to render these services might be a form of inter-university press, such as the concept discussed with the Chief of USAID/Turkey's Office of Communications Resources during the book survey team's stay in Turkey. Alternatively, it might be a special semi-autonomous agency similar to the Institute of Public Administration or the Science and Technology Research Council of Turkey. Or it might be a private agency receiving outside support.

The scholarly publications digests of such an agency would include original Turkish articles and reports, as well as translations and abstracts of research papers and books written abroad. A possible co-sponsor for the project with the Turkish government might be the USAID/Office of Communications Resources or a private foundation.

Recommendation 16: Combine Faculty Publications to Broaden Their Value

Turkey's plethora of individual faculty bulletins and periodicals results in a fractionalization of skill and effort that has stretched available human resources and reduced the size of potential audiences. As a result, few of the publications get outside the universities or even the faculties that publish them. With mergers of various faculty publications into periodicals of broadened scope and widened appeal, pertinent information could begin to be disseminated more thoroughly throughout the Turkish scholarly community.

We therefore recommend that Turkish universities investigate the possibility of combining some of these individual faculty publications. After the broader interest multi-faculty publications begin to appear and scholarly periodical publication is centralized within the universities themselves, a joint inter-university sales promotion and distribution center could be formed to further increase exposure to the valuable information they contain. (P.23,p.4)

Recommendation 17: Eliminate Foreign Exchange Restrictions on Book Imports

The application of Turkey's present import control system to books is probably not worth the effort involved. For the foreseeable future, the amount of foreign exchange involved will be small in absolute terms, even if book importation were simplified to the maximum extent. Built-in limitations on large scale importation of foreign books include their relatively high price in terms of Turkish wages and income, and Turkey's low foreign language fluency--neither of which lends iteself to speedy elimination. (P.24,p.8)

As the size of the highly trained population in Turkey increases, the need and demand for foreign language books will grow. Books will be required for secondary school and university use in the teaching of foreign languages, for specialized high level university and library use, where Turkish editions are not possible or feasible; for reference by professional engineers, scientists, doctors and others; and for literature and current affairs.

At the same time, the prospect is virtually nil that Turkish publishers will ever have to face competition from books in the Turkish language that are produced abroad for export to Turkey; such a process would be impractical for non-Turkish-speaking countries.

In short, foreign books are a needed development tool--not a competitive threat to local industry.

Turkey does not now impose a tariff on books; but it does use a time-consuming and costly system for controlling the amount of foreign exchange made available for foreign language book imports. This creates a rather formidable barrier, especially when the imports are not made through the IMG program. The imposition of barriers of this type to book imports is not in Turkey's long-term national interest.

Because of the otherwise unobtainable knowledge they bring to Turkey, foreign language book imports pay for themselves many times over in terms of contribution to increased knowledge and increased productivity. We therefore recommend that book imports be freed of present restrictions.

Recommendation 18: Survey of Book Industry Distribution and Promotion

We recommend that a project be developed to bring to Turkey for six months a book marketing specialist for the purposes of (1) analyzing current private and public book distribution practices; (2) recommending steps to eliminate or minimize inefficient methods and to strengthen or develop the growth of modern distributive and promotional techniques; and if deemed advisable (3) developing a plan for follow-up workshops which would become a force for continuing education in book industry marketing techniques. Modernization of Turkey's infant, yet archaic, book distribution system would represent a key preparatory step in its development as a vehicle for handling the huge book increases which are foreseen for the years ahead. (P.21,p.4)

A multilateral body might sponsor this project. UNESCO's varied technical assistance program in the book field has frequently enabled it to make available marketing and distribution experts for work of this sort.

Recommendation 19: Liberalized Inducements for Foreign Investment in Paper Mills

We recommend that the Foreign Investment Encouragement Committee review, liberalize and expand the advantages and inducements to be offered prospective foreign investors in the Filyos and other planned paper mills. Outside private participation in the form of investment capital and technical know-how is needed urgently--the sooner the better--if Turkey's paper projections are to be met. (P.6,p.8)

Recommendation 20: SEKA Customer Research to Improve Product

SEKA is not sufficiently acquainted with the methods employed by and the needs of its large customers in the printing industry. Differences in paper thickness and quality (at times in the same roll) often make Turkish printing a time-consuming, wasteful task. The mill also knows little about selling and marketing. (P.7,p.1)

We recommend that SEKA make a special effort to become more familiar with the nature and requirements of the printing industry, so that its products can become more suitable for current and projected needs. SEKA officials should spend time in printing plants and with publishers on a regular, continuing basis.

Recommendation 21: Establishment of Labor Standards and Regulations

There is an almost complete lack of skilled labor in the Turkish printing industry. Except for a few training programs run by some of the larger plants for their own personnel, and the *Grafik Klub*, nothing exists. Even these training programs affect few and sidestep the main problem of getting youngsters into the trade. The current practice of sending people abroad, or of retaining German technicians who have come to "start up" machinery, is costly and inefficient; and the Printing Institute is of no help.

The Turkish government, the industry and the Turkish labor unions all must take an interest in and assume responsibility for developing skilled labor. Regulations will have to be established to set minimum standards and define the responsibility of an employer toward his apprentice. A formal apprenticeship law should probably be passed.

The short-term assistance of an experienced labor specialist, familiar with the problem, would be required for this project.

Recommendation 22: Reorganization of the Printing Trades Institute

This should begin once the support of labor unions, employing printers and government have been secured. The project would involve equipment grants, a revolving team of foreign printing instructors, and training grants for a number of Turkish counterpart instructors.

Reorganization of the Printing Trades Institute is important for the improvement of Turkey's human resources in the printing trades. As noted in Chapter 10 of the Wolf Report, the State Planning Organization's 1964 Annual Program states that the Institute is not now equipped to train qualified personnel.

Recommendation 23: Repeal IDB Amendment which Bars Book Industry Loans

Because of their small size and lack of record-keeping, private publishers and printers experience great difficulty in borrowing short-term capital from commercial banks. They are also barred from IDB medium-term loans. As a result, the book industry often is forced to fall back on the confining practice of financing out of profits. (P.9,p.6)

In view of the anticipated rapidly expanding need for locally produced books, the IDB ban is an anomaly that is not in the national interest. We therefore strongly recommend immediate repeal of Amendment #7, which has ruled out loans to the book industry, and suggest that USAID take action to expedite the repeal.

Recommendation 24: Encourage Printing Plant Consolidations Through Added Tax Incentives

In general, the Turkish printing industry is splintered into numerous small, inefficient plants whose operators have some knowledge of techniques but little about business practices. (P.7,p.6)

Aware of the inefficiencies brought about by this fragmentation, the State Planning Organization is actively encouraging plant mergers to foster large scale efficiency. This effort is backed by a tax policy which makes larger firms eligible for tax reductions.

We recommend that the government further encourage mergers among private printing plants through added tax incentives.

Recommendation 25: Improve Productivity at Ministry of Education's Printing Plant

The Ministry of Education's printing plant should be helped to reorganize for more efficient production. This effort would be materially assisted by its adoption of the Printing Industry of America (PIA) management and operating plan. (P.8,p.3;P.22,p.6)

Recommendation 26: Development of a Turkish Book Trade Journal

The book survey team did not find any magazine or journal from which booksellers, librarians and others can learn about new Turkish books (or the availability of new imported ones). Such a publication could be a great educational force for the industry. Among other things, a Turkish book trade journal might run articles on bookshop and library management, on publishing workshops, news from abroad, new regulations that affect Turkish printers and publishers, etc. It could also provide a needed communications and advertising medium and serve as a bibliography of currently available books.

This publication would not be self-supporting at the beginning, and proper development initially would require substantial technical and financial support. The project might be sponsored by a private foundation, which has been active in similar areas. It might also be of interest to USAID/Turkey's Office of Communications Resources, as a "seed operation" concept. At the outset, the publication could commence operations as a quarterly.

Recommendation 27: Subsidized Postal Rates for Books and Educational Materials

One of the cheapest means of encouraging and developing the book habit in Turkey might be to deliberately subsidize the postal rates for the transportation of books of all kinds. This has been the pattern of the U.S. and other advanced publishing countries, many of whose postal rates are adjusted at levels which encourage the wide dissemination of published materials. (P.23,p.3)

Recommendation 28: That Turkey Discontinue Adherence to the 1896 Bern Treaty Provision on Translations

The Turkish copyright law, based on the provisions of the Bern Convention of 1896, creates problems for local authors by permitting translation of foreign works more than ten years old without authorization or copyright payment. Furthermore, it encourages the translation of scientific, technical and professional works that are already obsolete. (P.5,p.2)

We recommend that Turkey no longer use the 1896 Bern provision on translations; that instead it adhere to the Universal Copyright Convention and perhaps to a more modern version of the Bern Treaty, as well.

Recommendation 29: Begin Planning Transfer of Vocational Education Textbooks to the Private Sector

Like the Board of Education, the Ministry's Publications Directorate is also faced with an increasingly greater workload. The Directorate's role in the production of books for Turkey's massive effort to increase literacy and educational opportunity has been a powerful one. However, as time passes and the private textbook industry continues increasing in size, competence and health, the Ministry would be wise to consider transferring larger areas of its growing responsibilities to that sector.

As a specific example, we cite the production of secondary-level vocational books, still a government monopoly. The Publications Directorate is too busy and too involved in myriad other projects to properly handle these specialized works. Although it has put forth sensible reasons for its present exclusive role in the field (see Chapter 5 of the Wolf Report), many of these textbooks have not been improved materially over the past 10-20 years.

The Ministry of Education should begin considering now the mechanism that will be needed to transfer the responsibility of preparing textbooks for the high priority technical and vocational schools to competent, responsible private publishers.

For courses of large enrollment, such as woodworking, metalworking, drawing, auto mechanics and machine shop, private publishers are likely to find a market of sufficient size to justify their unaided entrance in the field. However, in other areas there is a financial problem to be resolved - the small number of pupils enrolled in many specialized industrial education courses does not commercially justify the heavy, non-recurring expenses that must be amortized over the life of a book. Since the printings for many of these latter books will not exceed the 5,000-10,000 range, unit production costs will probably be too high for the private sector to publish them without financial assistance or subsidy.

As a corollary to the above recommendation, the Ministry may find it necessary to provide the private publishers of vocational education textbooks with a subsidy in the shape of a per-signature pricing formula that is higher than the one presently used for academic works. Vocational texts, with their high illustration and diagram costs and their lack of a large market, probably cannot be published by the private sector under the present signature scale.

The cost of vocational education textbooks can only be estimated accurately when placed in the context of the improvement they make in the teachers' efficiency and the pupils' learning.

Recommendation 30: Frequent Joint Meetings Between the Ministry of Education and the Private Sector

The very existence of most publishers depends upon school book sales, which are strictly controlled by the Ministry of Education. It is clear that much depends on the relationship the Ministry establishes with individual publishers and the private sector as a whole.

The book survey team noted some tension and lack of understanding between the private and public sectors of the textbook industry. Some in the private sector regard the Ministry's textbook operation as inefficient and are afraid that government publishing will be expanded. The fixed price structure and the rigid framework of substantive content have also drawn criticism. Some educators on the other hand represent the private textbook publishers as being interested solely in profit and as having no concern in the improvement of education or textbooks. This tension between the private and public sectors is not unique to the publishing field in Turkey, nor is it unique to Turkey alone.

There seems to be no intention on the part of Ministry officials to enlarge the government role in textbook publishing; they regard such expansion as impractical. The Ministry's attitude should be made clear to private publishers.

There have been a few meetings held between the Ministry's Publications Directorate and private publishers and printers. There has reportedly been little formal contact between the latter groups and the Board of Education.

We recommend that there be frequent and regularly scheduled conferences between representatives of the private book industry and Ministry of Education for the mutual consideration of improvement and expansion of primary and secondary school textbook publishing and printing to better satisfy the short and long-term requirements of the Turkish educational system.

Recommendation 31: Adopt UNESCO Statistical Standards

The Thirteenth Session of the UNESCO General Conference of October-November 1964 formally recommended that member nations adopt its set of statistical standards for books and pamphlets, newspapers and periodicals. Turkey's present title statistics are not comparable with those of other countries and tend to exaggerate and obscure its publishing output. We recommend that Turkey adopt the UNESCO recommendation. (P.19,p.5;P.20,p.1)

Recommendation 32: Vocational Training in the Armed Forces Literacy Training Centers

If the SPO educational enrollment projections are met, the percentage of illiterate recruits entering the Armed Forces should decline continually during the years ahead, as more and more village children receive primary school education. Possessors of a fine educational staff and plant, the Armed Forces might then look into the possibilities of converting these resources, in stages, to the training of recruits in some of the host of vocational and technical courses taught in the armed forces of most developed countries. (P.31,p.4)

The adoption by the Armed Forces of a program of vocational training would have the incidental advantage of providing a large additional market for the industrial training textbooks which are needed so urgently in the secondary-level trade schools and institutes (see Chapter 8 of the Wolf Report), and which become more commercially feasible to publish as printings increase in size.

Library Recommendations

The following recommendations are presented as a result of a study of Turkey's book needs in June 1966, conducted by the State University of New York team under CENTO/AID auspices.

Dr. Nasser Sharify of the Center for International Studies and World Affairs of State University of New York was the library specialist on the survey team.

Recommendation L-1: A library building and equipment expert should be sent to Turkey for two months. The expert should work with the officials of the National Library in order to determine necessary suitable equipment, such as a printing press, microfilm production equipment, binding facilities, and to assist in the development of the plan for the new building. (P.35,p.6)

Recommendation L-2: Professional associations, library school professors, and individual library science scholars should be given financial support for the development and updating of professional tools as required for education in librarianship. (P.37,p.7)

Recommendation L-3: Necessary machinery should be established for the compilation of the National Union Catalog and specialized union catalogs, such as in the fields of medicine. Financial sources must be found for the publication of these catalogs. (P.35,p.1)

Recommendation L-4: A committee composed of medical sciences specialists, experts in the Turkish language, and medical librarians should be formed in order to devise a subject heading list in Turkish based on the United States National Library of Medicine subject heading list. Financial resources should be found to support the research work of the committee and to pay for publication of the list. (P.39,p.1)

Recommendation L-5: Financial resources in the neighborhood of $25,000 should be made available for building the specialized reference collection of the Haccetepe Medical Center Library. (P.39,p.6)

Recommendation L-6: Outside funds should be made available to augment the salary of the American librarian working at the Haccetepe Medical Center Library for one year. (P.40,p.1)

Recommendation L-7: Financial resources should be made available for a period of five years in order that the collection building of the METU Library may be expedited and permit the growth of the library's collection to reach its minimum requirements. (P.41,p.1)

Recommendation L-8: Necessafy funds should be made available for a university library expert to work three months in Istanbul with the cooperation of Turkish librarians, and submit to the Istanbul University authories a plan for the library system of the university as a whole. (P.43,p.6)

Recommendation L-9: At least two trained professional catalogers should be added to the staff of the University of Istanbul Faculty of Medicine Library until such time as the entire collection is well organized, well processed, and made available for use. (P.44,p.3)

Recommendation L-10: Financial aid should be provided for the purchase of a well-balanced collection of medical textbooks for the University of Istanbul Faculty of Medicine Library. Many copies of each are necessary in order to allow wider circulation to more students for longer periods of time. (P.45,p.2)

Recommendation L-11: For practical training purposes, the associate librarian of the University of Istanbul Faculty of Medicine Library (or one of her staff) should be sent for a year on an exchange basis to the United States National Library of Medicine. Funds must be made available to augment the salary of her United States replacement during her absence from Turkey. (P.45,p.4)

Recommendation L-12: Library fellowships, aside from the participation in the training program for Turkish librarians described earlier should be made available immediately for two staff members of the University of Istanbul Faculty of Medicine Library. (P.45,p.5)

Recommendation L-13: Sufficient financial support should be given to the University of Ankara Library School in order to expand the collection that has remained static since 1961. (P.48,p.2)

Recommendation L-14: Ankara University Library School should seek affiliation with an accredited library school in the United States. Such affiliation would result in constant professional, moral and academic support, and further expansion and improvement of the Ankara University Library School. The teaching function of the school would be enriched through the exchange of faculty as well as publications. In addition, more opportunity would be provided for advanced Turkish students to go to an American institution for further education. (P.48,p.5)

Recommendation L-15: A full-fledged library school in Istanbul is definitely needed. Since the Ankara Library School, with its approximate 20 graduates a year, can never meet the professional personnel requirements of Turkish libraries, it is recommended that Istanbul University Library School increase its full-time faculty to at least four, and that a well-balanced collection of at least 2,000 volumes be immediately obtained. The basic support must come from the University of Istanbul's own budget. The service of a library education expert may be financed from outside resources. (P.49,p.4)

Recommendation L-16: A library education expert from the United States should visit Turkey to study the need for future training programs for librarians, compare the features of the three institutions (Haccetepe Medical Center, Ankara Library School and the Middle East Technical University interested in a new graduate library education program, decide on the level and the quality of the program required, and submit an overall plan for a new graduate library school. (METU appears to one member of the SUNY team to be the most logical site for this Graduate School of Library Science.) The visiting expert should recommend, if necessary, outside financial sources to supplement university resources. (P.51,p.4)

After the most suitable institution is discovered, and final decision based on negotiations with the university authorities is made, the library education specialist may wish to include the following in his recommendations: acquisition of a well-balanced collection in support of teaching and research in library science on a graduate level, recruitment of foreign faculty for the first five years, and affiliation of this school with an American graduate library school from the outside. (P.50,p.1)

Recommendation L-17: The services of a public library expert should be made available to Turkey for six months in order to study the present conditions, to determine the future needs and to develop a plan for a nation-wide modern public library system. (P.52,p.5)

Recommendation L-18: While a national plan for a public library system is being developed, and steps are being taken for the improvement of the present conditions, a model public library with a children's reading room should be established for demonstration. Not only will this library serve a given region, but it will also be used as an in-service training center for public and children's librarians. The General Director of Libraries at the Ministry of Education stated that such a demonstration library would not only raise the standard of the present services, but would also reveal to high government officials and congress, the effect that a modern public library system could have in the educational and cultural development of a nation. (P.52,p.2)

While library schools are busy developing their training programs, selected Turkish public and children's librarians, perhaps 20 a year, should be sent in groups for 6 months to an American university that has a special interest in the library development of the Middle East. The selected university in the U. S. should develop special courses in fundamentals of modern public librarianship suitable for Turkish librarians and appropriate to Turkey. Plans could also be developed for visits to selected American public libraries and for short in-service training programs. (P.43,p.5)

Simultaneously, the Ministry of Education of Turkey should review the salary scale of public and children's librarians; hopefully, this would raise salaries to a level attractive to professionally trained librarians. (P.52,p.3)

Hence, the library budget allocation would possibly be raised. It is therefore, highly recommended that financial resources be found to support the establishment of this model public library. (P.52,p.5)

The key problem in the development of public and children's library services is the lack of professionally trained librarians in the system. (P.45,p.7)

Recommendation L-19: Until the time that most public and children's libraries are administered by professional librarians, all books should be purchased centrally, perhaps by the office of the General Director of

Libraries, at the Ministry of Education. Naturally, the needs of the individual community served by the library should be taken into consideration. Central cataloging of books would ensure efficiency and uniformity and would also reduce costs. If cataloging is done centrally, and cards are printed, every library in the country would benefit. Then the compilation of a national union catalog becomes more feasible. (P.52,p.1)

Recommendation L-20: There are many "so-called" public libraries with rich resources that do not function as true public libraries. In fact, the public library, in the true sense as understood in the western world, does not yet exist in Turkey. Eventually these libraries should be transformed into genuine public libraries. (P.52,p.4)

Recommendation L-21: Those public libraries offering lending services have set aside a very limited collection, mostly fiction. This lending collection should be developed further in order to include higher quality books, and more non-fiction books. In fact, except for the reference collections, all books should be circulated. (P.52,p.3)

Recommendation L-22: In most cases public library collections are arranged on shelves according to their accession numbers. This must be changed as soon as a professionally trained librarian is available as a staff member in any one of these public libraries. (P.52,p.1)

Recommendation L-23: Unfortunately, until now, the public has had no direct access to each library's collection. He is forced to choose his reading material from a very inadequate catalog. As soon as collections are classified by subject on the shelves of the public libraries, the public should be given direct access to library materials. (P.52,p.1)

Recommendation L-24: In order to improve existing school library services, a pilot school library should be established in Turkey, preferably attached to a teacher training institution. (P.46,p.1)

Recommendation L-25: The Turkish National Library should establish a central cataloging service, similar to that of the U.S. Library of Congress, serving all Turkish libraries. Since the National Library is already engaged in establishing bibliographical citation of all titles published in Turkey, it would be possible and economical as well to expand this function to produce and print catalog cards for distribution to other libraries in Turkey. This could be done cooperatively. Costs could be shared with participating libraries or catalog cards could be made available through sale similar to the U.S. Library of Congress Card Division scheme. The program could then be expanded to all books in the Turkish National Library. The cards could be sold internationally, with particular attention to those countries with Turkish library holdings, such as Iran and Pakistan. (P.35,p.1)